URBAN
MUNICIPAL

CA3 ON HW W26
A33
2002

AGENDAS/MINUTES
COMMITTEE OF THE WHOLE OF
THE HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD
JAN. 14, 2002 ...

URBAN MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

CA3 ON HW W26
A33
2002

COMMITTEE OF THE WHOLE
Monday, January 14, 2002

6:30 p.m. AGENDA **6:30 p.m.**

1. Call to Order — R. Woodworth
2. Approval of the Minutes of the Committee of the Whole dated December 6 and December 13, 2001
3. Business Arising from the Minutes
4. Approval of Agenda
5. Introduction of Chair of Assembly of Schools — C. Reid

URBAN MUNICIPAL
JAN 2 4 2002
GOVERNMENT DOCUMENTS

I ACTION ITEMS:

Program
6. Early Dismissal Days to Support Literacy In-service — M. Matier
7. Grade 7 Summer School Pilot — K. Croxall

Human Resources
8. Executive Council Structure — M. Matier

Resource Allocation
Nil

Relationships
10. Eastern Basketball Championships — B. Wallace

Communication
Nil.

Governance
11. Board response to statement by T. Clement re reconsideration of funding formula — J. Bishop

Accommodation
12. New Templemead School Catchment Area — D. Grant

Public Questions for Clarification

Future Meetings:		
Committee of the Whole	Monday, January 21, 2002	6:30 p.m.
Board	Monday, January 28, 2002	6:30 p.m.
Special Education Advisory Committee	January 30, 2002	7:00 p.m.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE
Monday, January 14, 2002

II MONITORING ITEMS:

Program

1. 2001 Average Class Size Report – Elementary — D. Grant

Human Resources

2. Staffing Report – Full-Time Equivalent Positions — D. Grant

Resource Allocation

3. 2000/2001 Financial Statements and Surplus(Deficit) Schedule — D. Grant
4. 2001/2002 Financial Report – November 30, 2001 — D. Grant

Relationships

Communication

Governance

Accommodation

MINUTES OF THE COMMITTEE OF THE WHOLE
December 6, 2001

Those present: Reg Woodworth, Judith Bishop, Robert Barlow, Eleanor Johnstone, Wes Hicks, Ray Mulholland, Lillian Orban, Laura Peddle, Ian Thompson and Bruce Wallace

Regrets: Wayne Marston

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), M. Botting (Superintendent of Instructional Services), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

1. Call to Order
R. Woodworth called the meeting to order at 7:00 p.m.

He advised that the Board has adopted recommendations regarding meeting dates/times. Committee of the Whole and Board meetings will be held on Mondays at 6:30 p.m. beginning in January 2002.

2. Approval of the Education Committee minutes dated November 1, 2001
It was moved by E. Johnstone, seconded by L. Orban: That the minutes of November 1, 2001 be approved.
CARRIED UNANIMOUSLY .

3. Business Arising from the Minutes
Nil.

4. Approval of Agenda
It was moved by B. Wallace, seconded by W. Hicks: That the agenda be approved.
CARRIED UNANIMOUSLY.

ACTION ITEMS:
5. Safe Schools Update: Local Police/School Board Protocol
It was moved by L. Orban, seconded by L. Peddle: That the draft Police/School Board Protocol be supported with the sign off procedure as a working protocol for the duration of this school year.

M. Matier advised members that as Superintendent Pat Gillie had retired, M. Powell, Manager of Social Work Services would be presenting the report.

After briefly outlining the sections of the document, M. Powell advised members that this document is a working copy and time will be taken to present this model to the schools.

L. Orban asked how this will be relayed to principals and schools councils and then filtered to parents.

M. Powell noted that information has been distributed to schools via the Safe Schools information. There is a brochure designed for the schools to distribute and this would be given to the School Councils and others.

L. Orban asked who the liaison with the Community with regard to Safe Schools would be as P. Gillie is now retired.

M. Matier responded that, in the interim, M. Powell and G. Pain, Principal of School Improvement would be the contacts.

L. Orban commended this protocol that will provide the Board with a consistent approach to Safe Schools.

Noting this document deals with the young offenders' act, B. Wallace asked whether there is a mechanism to update any new legislation that passes.

M. Powell responded as this is a working document there is a review built into it. He noted the police liaison committee is very helpful in communicating any changes.

R. Mulholland asked if there have been lawyers involved. M. Powell noted that Superintendent Gillie had consulted with the lawyer where there were specific concerns.

E. Johnstone asked if all staff had been instructed on the protocol of what to do if a stranger is in a school.

M. Matier responded that isn't the mandate of this protocol. All schools have a sign requesting visitors to report to the main office and there is a mechanism in place if the school principal isn't available.

To the motion, **CARRIED UNANIMOUSLY**.

6. Board Initial Response to the 2001 Grade 3 and Grade 6 EQAO Assessment Results

It was moved by J. Bishop, seconded by R. Barlow: That The Hamilton-Wentworth District School Board receive The HWDSB Summary of Results and Initial Cursory Review to the 2001 Grade 3 and Grade 6 EQAO Assessment for information.

K. Croxall outlined the report. She advised trustees to get the results of their particular schools directly from her.

She then called upon Jennifer George, Ontario Curriculum Consultant, to highlight the report.

J. George noted that provincially and locally there has been some improvement in the grade three reading and writing. She highlighted the following points:

- The fourth year of assessment of grade three remains slightly below average; however, writing results are consistent with provincial level.
- Special education grade three performed the same as those across the province.
- This year there seem to be no gender differences shown in the results.

J. George explained that EQAO reminds the Board that the results of the testing must be released; however, this must be done in a reliable and valid way. Some comparisons are simplistic and it is important to look at contextual information when reading result summaries of different schools. She added there have been some issues with respect to missing information across the province. This has been frustrating for administrators and in January 2002 this information will be reviewed and revised by EQAO and hopefully all the correct data will be distributed.

R. Barlow thanked K. Croxall for the report. He asked why there is a 7% spread between our Board and the province in the reading results.

K. Croxall responded she has recognized the need to have more consistency and understand what best practices are with respect to literacy. She added that is why there is a literacy focus throughout the system. In the past the collection of data and tracking of student progress has not been a focus.

B. Wallace asked whether the provincial percentages skew the average. J. George responded that initially when the EQAO results were updates there was only a change of approximately 1%.

K. Croxall added that at the school level, for example, a grade three class with 18 students could possibly skew the results.

I. Thompson recommended that trustees don't accept this information if the government is not competent enough to give complete and accurate data.

E. Johnstone asked when our Board would notice a difference in the results with these new initiatives being taken.

K. Croxall responded this is a three to five year process. She added there is a target of three percent for 2002; however, there needs to be more improvement for all students.

L. Orban commented that testing is a good idea and she hoped parents understand the Board is doing something to improve the results. She then asked how many students were excused from the test and would this further skew the results.

K. Croxall referred members to page 6-9 that listed the exemptions from the testing. She added there are two methods of reporting, one is to count all students in the Board and this is similar throughout the province and the other is to remove those students who were exempted and do the same across the province.

L. Peddle asked if consideration has been given to the fact that our students may not be accustomed to testing. She asked members to consider not relying so heavily on testing and set our own goals.

K. Croxall advised that the Board is required by the Ministry to purchase a resource. She added that there are developmental continuums with a lot of information and this is all part of moving toward more data for school improvement.

L. Peddle assumed the cost of this resource as well as the ongoing report would be brought to the Board.

K. Croxall responded that she hopes to have data to show the particular strategies and evidence as to their effectiveness.

At this time, I. Thompson asked how many schools in our Board had been affected by the errors in the administering of data from EQAO. K. Croxall responded that initially there were sixty schools affected; however, now there are only three as the others have been corrected.

To the motion, **CARRIED**, 9 in-favour, 1 opposed.

The Chair thanked Jennifer George and Krys Croxall for a thorough report.

7. Hamilton Alternative Program

It was moved by E. Johnstone, seconded by B. Wallace: That the Hamilton Alternative Program be referred to a Proposal Review Committee of the Board, as outlined in The Hamilton-Wentworth District School Board's 'Decision-Making Protocol for Alternative Education Programs'.

C. Reid highlighted the report, noting the proposal meets the initial guidelines and is not in conflict with the Education Act.

In response to a query, C. Reid explained there were concerns regarding the collective agreement, which he believed, have now been addressed. He added that, within the protocol, any proposals that come to Executive Council would be checked to ensure they have met the criteria and the initial recommendations would then be forwarded to the Board. He advised that all stakeholders have an opportunity to review the program.

C. Reid offered the following clarifications:

- all federations have representatives at the Committee level where they will be made aware of a program;
- this protocol is in response to "programs" not "stand alone schools";

B. Wallace felt this process is objective and it offers an opportunity to bring more groups under the public school board umbrella.

L. Orban asked if this was intended for home-schoolers. C. Reid responded that initially this program was targeted at home-schoolers; however, there cannot be a rider on home schoolers as this would be considered exclusionary.

L. Orban asked if these alternative programs would offer transportation to students. C. Reid clarified this would be a program of choice; therefore, transportation would not be offered.

W. Hicks referred to stakeholders' response to programs was a major concern. He asked that when this resurfaces at Committee that both sides will have had an opportunity to give proper proposals and information.

- The school community would like a model similar to the middle schools for these programs (e.g. the same sense of co-ordination currently provided by Chris Newman, Athletic Convenor, for the other schools).
- Parents want to continue their strong participation and maintain the community/parental involvement.

While recognizing the parents' efforts and the enthusiasm of the children involved, W. Hicks expressed his intent to refer the presentation to administration for further review. Noting C. Newman's present responsibility for athletic programming in the elementary and secondary schools, W. Hicks was concerned with adding to the staff's workload. He referred to the number of meets involved and questioned whether the Board could accommodate extra curricular activities from JK to Grade 8. If the Board were to approve this direction, W. Hicks felt it would be up to senior officials to develop appropriate strategies, noting the need for a competitive approach in light of programs offered by the coterminous board.

It was moved by W. Hicks, seconded by J. Bishop: That the delegation's presentation re the future of the Primary Junior Elementary Schools Track and Field and Cross-Country Meet be referred to the administration for review and comment.

In supporting the motion, J. Bishop said our board is fortunate to have parents supporting sports events which promote student participation and provide opportunities for those students needing assistance.

L. Orban suggested including the liability aspect of the project in the review.

To the motion, **CARRIED UNANIMOUSLY**.

ACTION ITEMS:

6. 2001/2002 Financial Report – October 31, 2001

It was moved by I. Thompson, seconded by E. Johnstone: That the 2001/2002 Financial Report – October 31, 2001 be received for information.
CARRIED UNANIMOUSLY.

7. Tender Results – Westdale Secondary School

It was moved by E. Johnstone, seconded by L. Orban: That the tender for the renovations at Westdale Secondary School be awarded to the low bidder STF Construction in the amount of $688,376 + GST.
CARRIED UNANIMOUSLY.

8. Tender Results – Centennial Elementary School

It was moved by I. Thompson, seconded by B. Wallace: That the tender for the renovations at Centennial Elementary School be awarded to the low bidder T.R. Hinam Contractors in the amount of $979,499 + GST.

Responding to questions pertaining to the timeline for the project, A. Cupido offered the following clarifications:

- Although there was no clause in the contract regarding project completion, the successful bidder acknowledged and committed to the expected completion date of the work.

- Including a penalty clause in renovation contracts has not been helpful and in some cases resulted in additional costs. Timeline problems should be offset by careful planning by staff.

To the motion, **CARRIED UNANIMOUSLY**.

9. Report of the Special Education Advisory Committee

It was moved by E. Johnstone, seconded by R. Barlow: That the following Report of the Special Education Advisory Committee be approved:

Suspension and Expulsion Policies

It was moved by J. Bishop: That SEAC express its concerns to the Board that the new legislation relative to the Safe Schools Act could lead to further suspensions and expulsions of special education students and recommend that a mechanism be in place to track what is happening in the schools.

CARRIED, 8 IN FAVOUR, 1 ABSTENTION. [G. Hillgren voted in favour.]

10. Trustee Concern – R. Barlow

R. Barlow referred to an article in the Spectator about the new school on Templemead Road (south mountain) and asked if the money for this project is urgently needed and do we actually have the funds.

D. Grant said the Templemead project will be funded by the disposition of properties declared surplus to the Board's needs. As stipulated by the legislation, the funds from the sale of Board properties are placed in the Proceeds of Disposition Reserve Funds.

In response to further questions, D. Grant advised the timing for this project is on schedule. The Board is to submit the site plan/application to the City in February/March 2002 with the tender process occurring in April/May. Building of the new school will take about 14-15 months, in time for the school's opening in September 2003.

D. Grant clarified for R. Mulholland that, in terms of legislation on new pupils grant, the Ministry of Education recently effected funding changes to provide funds to school boards for reasonable cases, e.g. for 2001-2002 budget, our board may be eligible for some new grants.

R. Mulholland noted that, while the Catholic Board recently closed two schools, they still have excess student places but have been able to build four new schools. He questioned the equity in providing new pupils grant to school boards.

D. Grant noted the Catholic Board has a greater enrolment/capacity, particularly at the secondary school level.

J. Bishop agreed to write to the Ministry to express the Board's concerns around the lack of equity on this issue.

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Enrolment Summary – October 31, 2001

R. Barlow voiced his concern with the 447.90 FTE decrease in student enrolment and its financial implication for the Board.

The Director said the major decline was at the secondary school level and referred to the need to examine further the discrepancies between projected and actual enrolments.

L. Veerman clarified further that this figure was based on enrolment projections and several other factors, noting the lack of detailed analysis at this time. She said Superintendent Wibberley is heading a review to look at the issue and determine whether revisions are necessary.

B. Wallace suggested future enrolment reports highlight those areas with major discrepancies along with the rationale.

At this point in the meeting, the Chair advised the Committee of the Whole meeting on January 7, 2002 has been cancelled. The next meeting will be on Monday, January 14, 2002 at 6:30 p.m.

It was moved by E. Johnstone, seconded by I. Thompson: That the Committee meet in-camera.
CARRIED.

The open session then adjourned at 7:45 p.m.

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Committee of the Whole: Open
Monitoring – Resource Allocation

The Hamilton-Wentworth District School Board

Memo

TO: Merv Matier, Director of Education and Secretary of the Board

FROM: Don Grant, Superintendent of Business and Treasurer
Lucy Veerman, Manager of Budget

DATE: January 14, 2002

RE: **2001/2002 Average Class Size Report - Elementary**

Monitoring Statement:

The Hamilton-Wentworth District School Board is in compliance with Ministry elementary average class size requirements in 2001/2002.

RATIONALE:

The following appendices are attached:

Appendix A	Average Class Size Elementary Report
Appendix B	Summary of Average Class Size by Grade and School at October 31, 2001

Elementary Schools

Class size legislation was introduced in 1997 as an amendment to the Education Act through the *Education Quality Improvement Act*. The legislation, which took effect in the 1998-1999 school year, was designed to stop the increase in average class sizes by placing a maximum average class size of 25 in the board's elementary schools and a maximum average class size of 22 in the board's secondary schools.

In June 2000, as part of the *Education Accountability Act*, the legislated elementary class size maximums were reduced to 24.5. Boards were also required to ensure that the maximum average class size in the primary division did not exceed 24.

2001/2002	*Maximum Average Class Size*	*Actual Average Class Size*
Primary (JK-3)	24.00	22.41
Elementary (JK-8) Includes Primary	24.50	24.33

Class Size Reporting and Distribution:

Each district school board is required to submit an elementary and secondary average class size report to the Ministry for and in the current school year. Elementary class size reports, using a count date of October 31st, are due on or before December 15th. Secondary average class size reports, using count dates of October 31st and March 31st, are due on or before April 30th.

Boards are required to make the average class size reports available to the public. Accordingly, the Average Class Size Elementary Report will be posted on the Board's website. Schools and the Chair of each School Council will be advised that the report is available.

Secondary Schools

This report is with respect to elementary schools. As noted above, **Secondary schools class size information will be available in May, 2002.**

Class size legislation introduced in 1997 placed a maximum average class size of 22 in the board's secondary schools. In June 2000, the legislated secondary class size maximum was reduced to 21. However, the *Stability and Excellence in Education Act* (Bill 80) passed in July 2001 provides that Boards may pass a resolution to increase the secondary average class size for the board by up to one student.

Also as a result of Bill 80 Boards are now to report secondary average class size once for both count dates on April 30th.

DG/GdeJ
Attach.

C:\MyFiles\CTW0102\Average Class Size Report Elem.doc

Average Class Size

Elementary: Summary Report

Reporting Date: December 15
(Actual enrolment as of October 31)

In accordance with the requirements of Regulation 399/00 for calculating board-wide averages for class size, the following report is provided to the Minister.

Primary (JK - 3)

Total number of pupils enrolled in classes in the primary division in elementary schools in the board	15,481.50
Total number of classes in the primary division in elementary schools in the board	690.68
Average size of the board's elementary school classes in the primary division, in the aggregate	22.41

Elementary (JK - 8)
Includes Primary

Total number of pupils enrolled in all elementary school classes in the board	35,875.60
Total number of classes in all elementary schools in the board	1,474.50
Average size of the board's elementary school classes, in the aggregate	24.33

Director of Education/Secretary of the Board is required to certify, by checking the box, that the information submitted to the ministry has been reported in accordance with the Act and the Regulation. [X]

Board Name	Board Number
Hamilton-Wentworth DSB	**B66141**
Contact Name	Telephone Number
Lucy Veerman, Manager of Budget	905-527-5092 ext 2213
Email Address	
lveerman@hwdsb.on.ca	

Form CS-E1: Revision Oct.12/01

Budget Dept. DDawson,12/11/01

1-2

Appendix A

Average Class Size

Elementary: School Report

Reporting Date: December 15
(Actual enrolment as of October 31)

	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes
Totals	15,481.50	690.68	22.41	35,875.60	1,474.50	24.33	1,027.00	98.00

		Primary (JK - 3)			Total Elementary (JK - 8) Includes Primary			Classes for Exceptional Students (JK-8)	
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
School Identification Number	School Name	Number of Pupils	Number of Classes	Average Class Size (Col.1/Col.2)	Number of Pupils	Number of Classes	Average Class Size (Col.4/Col.5)	Total Number of Pupils	Total Number of Classes
728	A M Cunningham Junior Public School (Hamilton)	197.50	8.91	22.17	285.50	12.50	22.84	4.00	1.00
2674	Adelaide Hoodless Public School (Hamilton)	190.50	8.00	23.81	481.50	19.00	25.34	23.00	2.00
11568	Allan A Greenleaf Elementary (Waterdown)	185.50	8.00	23.19	511.50	20.00	25.58	11.00	1.00
13218	Allenby Junior Public School (Hamilton)								
18961	Ancaster Senior Public School (Ancaster)				518.00	18.00	28.78	9.00	1.00
41548	Bellmoore Public School (Binbrook)	79.00	4.00	19.75	272.00	11.00	24.73		
41980	Billy Green Elementary School (Stoney Creek)	101.00	4.46	22.65	276.00	11.00	25.09		
43621	Bennetto Senior Public School (Hamilton)				246.00	10.00	24.60	12.00	1.00
47961	Beverly Central Public School (Troy)	73.00	3.37	21.66	113.00	5.00	22.60	5.00	1.00
50415	Balaclava Public School (Carlisle)	188.00	7.57	24.83	476.00	19.00	25.05		
68845	Buchanan Park School (Hamilton)	167.50	7.12	23.53	257.50	10.50	24.52		
70408	Burkholder Middle School (Hamilton)				394.00	15.00	26.27		
73130	C H Bray School (Ancaster)	132.50	5.90	22.46	258.50	10.50	24.62		
84050	Cardinal Heights Middle School (Hamilton)				553.10	20.00	27.66		
89257	Cecil B Stirling School (Hamilton)	177.50	8.00	22.19	422.50	18.00	23.47	12.00	1.00
90131	Centennial Junior Public School (Hamilton)	324.50	14.50	22.38	477.50	21.50	22.21	12.00	1.00
91723	Central Junior Public School (Hamilton)	125.00	6.00	20.83	180.00	8.00	22.50		
93670	Central Park School (Dundas)	188.00	8.00	23.50	316.00	13.00	24.31		
105503	Chedoke Middle School (Hamilton)				473.00	17.00	27.82	22.00	2.00
117986	Collegiate Avenue School (Stoney Creek)	115.50	5.00	23.10	271.50	11.00	24.68	21.00	2.00

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Average Class Size
Elementary: School Report

Reporting Date: December 15
(Actual enrolment as of October 31)

	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes
Totals	15,481.50	690.68	22.41	35,875.60	1,474.50	24.33	1,027.00	98.00

		Primary (JK - 3)			Total Elementary (JK - 8) Includes Primary			Classes for Exceptional Students (JK-8)	
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
School Identification Number	School Name	Number of Pupils	Number of Classes	Average Class Size (Col.1/Col.2)	Number of Pupils	Number of Classes	Average Class Size (Col.4/Col.5)	Total Number of Pupils	Total Number of Classes
132020	Dalewood Senior Public School (Hamilton)				368.00	13.00	28.31	47.00	3.00
147419	Dr J Edgar Davey Junior Public School (Hamilton)	299.50	13.50	22.19	402.50	18.50	21.76		
147427	Dr John Seaton Public School 27(Sheffield)	27.00	1.00	27.00	285.00	10.00	28.50		
152897	Dundas District Public School (Dundas)				558.00	20.00	27.90	24.00	2.00
153087	Dundas Central Public School (Dundas)	102.00	4.47	22.82	168.00	7.00	24.00	19.00	2.00
158151	Earl Kitchener Junior Public School (Hamilton)	243.50	10.50	23.19	363.50	15.50	23.45	12.00	1.00
163481	Eastdale Public School (Stoney Creek)	97.00	4.00	24.25	253.00	10.00	25.30		
163872	Eastmount Park Junior Public School (Hamilton)	145.00	6.50	22.31	218.00	9.50	22.95	10.00	1.00
171123	Elizabeth Bagshaw School (Hamilton)	123.00	6.00	20.50	496.00	20.00	24.80	26.00	3.00
179507	Elementary Alter-Ed Program (Hamilton)				29.00	3.00	9.67		
191175	Fairfield Junior Public School (Hamilton)	129.50	5.50	23.55	183.50	7.50	24.47		
195855	Fernwood Park School (Hamilton)	124.00	6.50	19.08	189.00	8.50	22.24		
196240	Fessenden School (Ancaster)	140.50	6.15	22.85	272.50	11.50	23.70	8.00	1.00
198668	Flamborough Centre School (Hamilton)	71.50	4.00	17.88	352.50	14.00	25.18		
203912	Franklin Junior Public School (Hamilton)	220.50	9.50	23.21	327.50	13.50	24.26	20.00	2.00
212490	George L Armstrong Public School (Hamilton)	175.00	7.41	23.62	605.00	24.00	25.21	6.00	1.00
213012	George R Allan Public School (Hamilton)	235.50	10.41	22.62	348.50	15.00	23.23		
214965	Gibson Public School (Hamilton)	188.50	8.32	22.66	260.50	11.00	23.68		
217050	Glen Brae Middle School (Hamilton)				309.00	11.00	28.09	12.00	1.00
217301	Glen Echo Junior Public School (Hamilton)	182.50	7.50	24.33	285.50	11.50	24.83		

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Average Class Size

Elementary: School Report

Reporting Date: December 15
(Actual enrolment as of October 31)

	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes
Totals	15,481.50	690.68	22.41	35,875.60	1,474.50	24.33	1,027.00	98.00

		Primary (JK - 3)			Total Elementary (JK - 8) Includes Primary			Classes for Exceptional Students (JK-8)	
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
School Identification Number	School Name	Number of Pupils	Number of Classes	Average Class Size (Col.1/Col.2)	Number of Pupils	Number of Classes	Average Class Size (Col.4/Col.5)	Total Number of Pupils	Total Number of Classes
222135	Gordon Price School (Hamilton)	195.50	8.00	24.44	292.50	12.00	24.38	15.00	2.00
227447	Grange Public School (Ancaster)	60.00	3.00	20.00	236.00	10.00	23.60		
229130	Green Acres School (Stoney Creek)	108.50	5.00	21.70	321.50	13.00	24.73	33.00	3.00
233552	Guy B Brown Public School (Waterdown)	173.50	8.00	21.69	282.50	12.00	23.54		
242659	Hampton Heights Middle School (Hamilton)				344.00	13.00	26.46	22.00	2.00
252557	Helen Detwiler Junior Elementary School (Hamilton)	312.00	14.00	22.29	465.00	20.00	23.25	12.00	1.00
254096	Hess Street Junior Public School (Hamilton)	217.00	10.57	20.53	365.00	17.50	20.86		
256048	Highview Public School (Hamilton)				405.00	15.00	27.00	41.00	5.00
256692	Hillcrest Middle School (Hamilton)				322.00	13.00	24.77	45.00	4.00
259136	Hillsdale School (Hamilton)	163.50	7.50	21.80	246.50	11.50	21.43		
261378	Holbrook Junior Public School (Hamilton)	112.00	4.90	22.86	180.00	7.50	24.00	36.00	2.00
273201	Huntington Park Junior Public School (Hamilton)	266.00	11.50	23.13	388.00	16.50	23.52	9.00	1.00
281026	Janet Lee Public School (Stoney Creek)	203.00	9.00	22.56	522.00	21.00	24.86		
281492	James MacDonald Public School (Hamilton)	137.00	6.50	21.08	210.00	9.50	22.11		
295566	King George Junior Public School (Hamilton)	111.00	5.50	20.18	204.00	9.50	21.47	12.00	1.00
303755	Lake Avenue Public School (Stoney Creek)	318.50	14.50	21.97	733.50	29.50	24.86		
310123	Lawfield Public School (Hamilton)				326.00	12.00	27.17	12.00	1.00
313173	Lincoln Alexander Public School (Hamilton)	191.00	8.50	22.47	273.00	11.50	23.74	19.00	2.00
313378	Linden Park Junior Public School (Hamilton)	94.00	4.00	23.50	150.00	6.00	25.00		
314544	[illegible] Junior Public School (Hamilton)	140.00	5.50	25.45	219.00	8.50	25.76	7.00	1.00

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Average Class Size

Elementary: School Report

Reporting Date: December 15
(Actual enrolment as of October 31)

	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes
Totals	15,481.50	690.68	22.41	35,875.60	1,474.50	24.33	1,027.00	98.00

		Primary (JK - 3)			Total Elementary (JK - 8) Includes Primary			Classes for Exceptional Students (JK-8)	
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
School Identification Number	School Name	Number of Pupils	Number of Classes	Average Class Size (Col.1/Col.2)	Number of Pupils	Number of Classes	Average Class Size (Col.4/Col.5)	Total Number of Pupils	Total Number of Classes
315192	Lloyd George Public School (Hamilton)	104.00	5.00	20.80	159.00	7.00	22.71		
345873	Mary Hopkins Public School (Waterdown)	239.50	10.87	22.03	360.50	15.50	23.26		
360309	Memorial (City) School (Hamilton)	245.50	12.00	20.46	597.50	27.00	22.13		
361739	Memorial Public School (Stoney Creek)	87.50	4.00	21.88	220.50	9.00	24.50	12.00	1.00
364983	Millgrove Public School (Millgrove)	157.00	7.07	22.21	241.00	10.50	22.95		
375900	Mount Albion Public School (Stoney Creek)	158.00	6.50	24.31	396.00	15.50	25.55	24.00	2.00
376299	Mount Hope Public School (Mount Hope)	103.00	5.50	18.73	328.00	13.50	24.30		
376949	Mountain View Public School (Stoney Creek)	137.50	6.50	21.15	313.50	13.50	23.22		
378178	Mountview Junior Public School (Hamilton)	139.00	6.20	22.42	227.00	9.50	23.89		
412309	Norwood Park Elementary School (Hamilton)	121.50	6.23	19.50	292.50	13.00	22.50		
434272	Parkdale School (Hamilton)	152.50	7.50	20.33	238.50	10.50	22.71		
437557	Pauline Johnson Public School (Hamilton)	218.50	9.00	24.28	331.50	13.00	25.50		
437654	Peace Memorial Junior Public School (Hamilton)	142.00	6.62	21.45	228.00	10.00	22.80		
448940	Dundana Public School (Dundas)	141.50	5.50	25.73	279.50	11.50	24.30	11.00	1.00
454680	Prince of Wales Public School (Hamilton)	250.50	10.63	23.57	669.50	27.00	24.80		
455857	Prince Philip Junior Public School (Hamilton)	186.50	8.00	23.31	275.50	12.00	22.96		
464430	Queen Mary Public School (Hamilton)	226.00	11.50	19.65	592.00	26.50	22.34	40.00	4.00
465348	Queen Victoria Junior Public School (Hamilton)	182.00	8.00	22.75	251.00	11.00	22.82	8.00	1.00
465860	Queen's Rangers Public School (Copetown)	90.50	4.50	20.11	189.50	8.50	22.29	10.00	1.00
466387	Queensdale School (Hamilton)	133.50	5.50	24.27	190.50	8.50	22.41	11.00	2.00

Average Class Size

Elementary: School Report

Reporting Date: December 15
(Actual enrolment as of October 31)

	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes
Totals	15,481.50	690.68	22.41	35,875.60	1,474.50	24.33	1,027.00	98.00

		Primary (JK - 3)			Total Elementary (JK - 8) Includes Primary			Classes for Exceptional Students (JK-8)	
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
School Identification Number	School Name	Number of Pupils	Number of Classes	Average Class Size (Col.1/Col.2)	Number of Pupils	Number of Classes	Average Class Size (Col.4/Col.5)	Total Number of Pupils	Total Number of Classes
467324	R A Riddell Public School (Hamilton)	171.50	7.51	22.84	525.50	19.00	27.66	24.00	2.00
480738	Richard Beasley Junior Public School (Hamilton)	168.50	7.50	22.47	279.50	11.50	24.30	11.00	1.00
484199	Ridgemount Junior Public School (Hamilton)	144.50	6.50	22.23	220.50	9.50	23.21	12.00	1.00
487449	Robert Land Junior Public School (Hamilton)	124.00	5.50	22.55	193.00	8.50	22.71		
490695	Rosedale Elementary School (Hamilton)	130.00	5.50	23.64	199.00	8.50	23.41		
493163	Rousseau Public School (Ancaster)	141.00	6.95	20.29	288.00	12.50	23.04		
493295	Roxborough Park Junior Public School (Hamilton)	191.50	9.50	20.16	285.50	13.50	21.15	9.00	1.00
494984	Ryckman's Corners Elementary School (Hamilton)	112.50	4.50	25.00	156.50	6.50	24.08		
495379	Ryerson Middle School (Hamilton)				419.00	17.00	24.65		
505536	Seneca Junior Public School (Hamilton)	101.50	4.00	25.38	156.50	6.00	26.08		
510718	Sherwood Heights Junior Elementary School (Hamilton)	176.50	7.00	25.21	287.50	11.00	26.14		
515329	Sir Isaac Brock Junior Public School (Stoney Creek)	180.00	7.67	23.47	266.00	11.00	24.18		
516244	Sir Wilfrid Laurier Public School (Hamilton)	330.50	14.00	23.61	518.50	22.00	23.57	12.00	1.00
526983	Spencer Valley Public School (Greensville)				246.00	9.00	27.33	20.00	2.00
537101	Stinson Street Junior Public School (Hamilton)	165.50	8.00	20.69	255.50	12.00	21.29		
539570	Strathcona Junior Public School (Hamilton)	63.00	3.29	19.15	104.00	5.00	20.80	24.00	2.00
548022	Tapleytown Public School (Stoney Creek)	140.00	5.78	24.22	346.00	13.50	25.63		
552445	Thornbrae Junior Public School (Hamilton)	156.00	7.00	22.29	250.00	10.50	23.81		
562840	Tweedsmuir Senior Public School (Hamilton)				415.00	18.00	23.06	30.00	3.00
570559	Ames Junior Public School (Hamilton)	176.00	7.59	23.19	289.00	12.00	24.08		

Average Class Size
Elementary: School Report

Reporting Date: December 15
(Actual enrolment as of October 31)

	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes	Average Class Size	No. of Pupils	No. of Classes
Totals	15,481.50	690.68	22.41	35,875.60	1,474.50	24.33	1,027.00	98.00

		Primary (JK - 3)			Total Elementary (JK - 8) Includes Primary			Classes for Exceptional Students (JK-8)	
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
School Identification Number	School Name	Number of Pupils	Number of Classes	Average Class Size (Col.1/Col.2)	Number of Pupils	Number of Classes	Average Class Size (Col.4/Col.5)	Total Number of Pupils	Total Number of Classes
578703	Viscount Montgomery Public School (Hamilton)	124.00	4.93	25.15	410.00	15.50	26.45	13.00	2.00
579610	W H Ballard Public School (Hamilton)	217.00	9.00	24.11	685.00	26.00	26.35	33.00	2.00
594695	Sanford Ave School (Hamilton)	247.00	12.00	20.58	357.00	17.00	21.00		
602957	Westview Middle School (Hamilton)				391.00	14.00	27.93	62.00	3.00
603538	Westwood Junior Public School (Hamilton)	206.50	9.00	22.94	314.50	13.00	24.19	5.00	1.00
615498	Winona Public School (Winona)	164.00	7.50	21.87	398.00	15.50	25.68		
620300	Woodward Junior Public School (Hamilton)	135.00	5.78	23.36	209.00	8.50	24.59	6.00	1.00
624721	Yorkview School (Dundas)	148.50	6.19	23.99	232.50	9.50	24.47	12.00	1.00
41157	Bell-Stone Public School (Binbrook)	78.00	3.36	23.21	155.00	6.00	25.83		
230430	Greensville Public School (Greensville)	133.50	5.50	24.27	228.50	9.50	24.05	8.00	1.00
673013	Glenwood School for Developmental Disabled							52.00	7.00
335479	Maple Lane Public School (Ancaster)	152.50	6.50	23.46	152.50	6.50	23.46		
436356	Parkwood Public School (Binbrook)	65.00	2.95	22.03	127.00	5.50	23.09		
152951	Pleasant Valley Public School (Dundas)	105.50	4.00	26.38	179.50	7.00	25.64		
468207	R.L. Hyslop Public School (Stoney Creek)	161.00	7.50	21.47	284.00	12.50	22.72		
508632	Sheffield Public School (Sheffield)	61.50	3.00	20.50	61.50	3.00	20.50		
325554	Lynden Public School (Lynden)	42.00	3.00	14.00	66.00	4.00	16.50		

The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2001

SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Allan A. Greenleaf	FTE	22	24.5	51	42	46	40	31	98	83	74	11	522.5	511.50	185.5
	# of Classes	1.00	1.00	2.00	2.00	2.00	1.65	1.35	4.00	2.65	2.35	1.00	21.00	20.00	8.00
	Avg Class Size	22.00	24.50	25.50	21.00	23.00	24.24	22.96	24.50	31.32	31.49	11.00	24.88	25.58	23.19
A.M. Cunningham	FTE	20	25.5	62	49	41	44	44				4	289.5	285.50	197.5
	# of Classes	1.00	1.50	2.65	2.14	1.62	1.86	1.73				1.00	13.50	12.50	8.91
	Avg Class Size	20.00	17.00	23.40	22.90	25.31	23.66	25.43				4.00	21.44	22.84	22.17
ACES	FTE									10	19		29	29.00	0.0
	# of Classes									1.04	1.96		3.00	3.00	0.00
	Avg Class Size									9.62	9.69		9.67	9.67	0.00
Adelaide Hoodless	FTE	20.5	25	39	61	45	57	55	65	67	47	23	504.5	481.50	190.5
	# of Classes	1.00	1.00	2.00	2.31	1.69	2.00	2.00	2.00	3.00	2.00	2.00	21.00	19.00	8.00
	Avg Class Size	20.50	25.00	19.50	26.41	26.63	28.50	27.50	32.50	22.33	23.50	11.50	24.02	25.34	23.81
Ancaster Senior	FTE									274	244	9	527	518.00	
	# of Classes									9.00	9.00	1.00	19.00	18.00	
	Avg Class Size									30.44	27.11	9.00	27.74	28.78	0.00
Balaclava	FTE	21	23	42	57	45	68	48	55	71	46		476	476.00	188.0
	# of Classes	1.00	1.00	1.68	2.32	1.57	2.43	2.00	2.00	3.00	2.00		19.00	19.00	7.57
	Avg Class Size	21.00	23.00	25.00	24.57	28.66	27.98	24.00	27.50	23.67	23.00		25.05	25.05	24.83
Bellmoore	FTE	6	10	20	19	24	30	28	27	63	45		272	272.00	79.0
	# of Classes	0.50	0.50	1.00	1.00	1.00	1.00	1.00	1.00	2.38	1.62		11.00	11.00	4.00
	Avg Class Size	12.00	20.00	20.00	19.00	24.00	30.00	28.00	27.00	26.47	27.78		24.73	24.73	19.75
Bell-Stone	FTE	8.5	11.5	17	20	21	27	28	22				155	155.00	78.0
	# of Classes	0.50	0.50	0.77	0.80	0.79	0.99	0.92	0.73				6.00	6.00	3.36
	Avg Class Size	17.00	23.00	22.08	25.00	26.58	27.27	30.43	30.14				25.83	25.83	23.21
Bennetto	FTE								91	87	68	12	258	246.00	
	# of Classes								4.00	3.00	3.00	1.00	11.00	10.00	
	Avg Class Size								22.75	29.00	22.67	12.00	23.45	24.60	0.00

The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2001

SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Beverly Central	FTE	6	11	14	25	17	20	20				5	118	113.00	73.0
	# of Classes	0.50	0.50	0.63	1.05	0.69	0.83	0.80				1.00	6.00	5.00	3.37
	Avg Class Size	12.00	22.00	22.22	23.81	24.64	24.10	25.00				5.00	19.67	22.60	21.66
Billy Green	FTE	8	11	21	34	27	23	28	50	41	33		276	276.00	101.0
	# of Classes	0.40	0.60	1.00	1.40	1.06	0.87	1.02	1.84	1.61	1.20		11.00	11.00	4.46
	Avg Class Size	20.00	18.33	21.00	24.29	25.47	26.44	27.45	27.17	25.47	27.50		25.09	25.09	22.65
Buchanan Park	FTE	20	16.5	37	50	44	42	48					257.5	257.50	167.5
	# of Classes	0.82	0.68	2.00	2.00	1.62	1.67	1.71					10.50	10.50	7.12
	Avg Class Size	24.39	24.26	18.50	25.00	27.16	25.15	28.07					24.52	24.52	23.53
Burkholder	FTE								139	116	139		394	394.00	
	# of Classes								6.00	4.00	5.00		15.00	15.00	
	Avg Class Size								23.17	29.00	27.80		26.27	26.27	0.00
C.B. Stirling	FTE	18.5	18	42	43	56	44	46	55	49	51	12	434.5	422.50	177.5
	# of Classes	1.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00	19.00	18.00	8.00
	Avg Class Size	18.50	18.00	21.00	21.50	28.00	22.00	23.00	27.50	24.50	25.50	12.00	22.87	23.47	22.19
C.H. Bray	FTE	12.5	13	42	28	37	47	38	41				258.5	258.50	132.5
	# of Classes	0.75	0.75	2.00	1.00	1.40	1.60	1.50	1.50				10.50	10.50	5.90
	Avg Class Size	16.67	17.33	21.00	28.00	26.43	29.38	25.33	27.33				24.62	24.62	22.46
Cardinal Heights	FTE								165	197	192		553.1	553.10	
	# of Classes								6.00	7.00	7.00		20.00	20.00	
	Avg Class Size								27.50	28.14	27.43		27.66	27.66	0.00
Centennial	FTE	28.5	41	98	94	63	73	80				12	489.5	477.50	324.5
	# of Classes	1.43	2.07	4.00	4.00	3.00	3.00	4.00				1.00	22.50	21.50	14.50
	Avg Class Size	19.93	19.81	24.50	23.50	21.00	24.33	20.00				12.00	21.76	22.21	22.38
Central	FTE	12	21	37	22	33	33	22					180	180.00	125.0
	# of Classes	0.88	1.12	2.00	1.00	1.00	1.00	1.00					8.00	8.00	6.00
	Avg Class Size	13.71	18.75	18.50	22.00	33.00	33.00	22.00					22.51	22.51	20.85

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2001

SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Central Park	FTE	21.5	18.5	47	42	59	50	78					316	316.00	188.0
	# of Classes	1.00	1.00	2.00	1.70	2.30	2.00	3.00					13.00	13.00	8.00
	Avg Class Size	21.50	18.50	23.50	24.71	25.65	25.00	26.00					24.31	24.31	23.50
Chedoke	FTE								161	163	149	22	495	473.00	
	# of Classes								5.00	6.00	6.00	2.00	19.00	17.00	
	Avg Class Size								32.20	27.17	24.83	11.00	26.05	27.82	0.00
Collegiate Avenue	FTE	9.5	13	27	31	35	37	32	30	25	32	21	292.5	271.50	115.5
	# of Classes	0.50	0.50	1.21	1.36	1.43	1.65	1.35	1.00	0.86	1.14	2.00	13.00	11.00	5.00
	Avg Class Size	19.00	26.00	22.31	22.79	24.48	22.42	23.70	30.00	29.07	28.07	10.50	22.50	24.68	23.10
Dalewood	FTE								124	132	112	47	415	368.00	0.0
	# of Classes								4.00	4.85	4.15	3.00	16.00	13.00	0.00
	Avg Class Size								31.00	27.22	26.99	15.67	25.94	28.31	0.00
Dr. J. E. Davey	FTE	31.5	38	82	77	71	53	50					402.5	402.50	299.5
	# of Classes	1.50	2.00	3.59	3.41	3.00	2.72	2.28					18.50	18.50	13.50
	Avg Class Size	21.00	19.00	22.84	22.58	23.67	19.49	21.93					21.76	21.76	22.19
Dr. J. Seaton	FTE					27	24	23	59	59	93		285	285.00	27.0
	# of Classes					1.00	1.00	1.00	2.00	2.00	3.00		10.00	10.00	1.00
	Avg Class Size					27.00	24.00	23.00	29.50	29.50	31.00		28.50	28.50	27.00
Dundana	FTE	12.5	21	32	46	30	46	42	50			11	290.5	279.50	141.5
	# of Classes	0.55	0.95	1.28	1.72	1.00	2.00	2.00	2.00			1.00	12.50	11.50	5.50
	Avg Class Size	22.73	22.11	25.00	26.74	30.00	23.00	21.00	25.00			11.00	23.24	24.30	25.73
Dundas Central	FTE	12	13	27	27	23	27	23	16			19	187	168.00	102.0
	# of Classes	0.48	0.52	1.30	1.15	1.02	1.10	0.83	0.60			2.00	9.00	7.00	4.47
	Avg Class Size	25.00	25.00	20.77	23.48	22.55	24.55	27.71	26.67			9.50	20.78	24.00	22.82
Dundas District	FTE								115	230	213	24	582	558.00	0.0
	# of Classes								4.00	8.00	8.00	2.00	22.00	20.00	0.00
	Avg Class Size								28.75	28.75	26.63	12.00	26.45	27.90	0.00

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2001

SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Earl Kitchener	FTE	21	31.5	61	59	71	51	69				12	375.5	363.50	243.5
	# of Classes	0.88	1.62	2.47	2.48	3.05	2.00	3.00				1.00	16.50	15.50	10.50
	Avg Class Size	23.86	19.50	24.70	23.79	23.28	25.50	23.00				12.00	22.76	23.46	23.19
Eastdale	FTE	10.5	12.5	30	19	25	32	34	31	29	30		253	253.00	97.0
	# of Classes	0.50	0.50	1.20	0.80	1.00	1.42	1.58	1.00	1.00	1.00		10.00	10.00	4.00
	Avg Class Size	21.00	25.00	25.00	23.75	25.00	22.54	21.52	31.00	29.00	30.00		25.30	25.30	24.25
Eastmount Park	FTE	18	16	33	40	38	40	33				10	228	218.00	145.0
	# of Classes	0.79	0.71	1.63	1.76	1.61	1.62	1.38				1.00	10.50	9.50	6.50
	Avg Class Size	22.78	22.54	20.25	22.73	23.60	24.69	23.91				10.00	21.71	22.95	22.31
Elizabeth Bagshaw	FTE	11	11	40	35	26	29	32	118	110	84	26	522	496.00	123.0
	# of Classes	0.50	0.50	2.00	2.00	1.00	1.00	1.00	5.00	4.00	3.00	3.00	23.00	20.00	6.00
	Avg Class Size	22.00	22.00	20.00	17.50	26.00	29.00	32.00	23.60	27.50	28.00	8.67	22.70	24.80	20.50
Fairfield	FTE	21.5	14	30	28	36	18	36					183.5	183.50	129.5
	# of Classes	0.90	0.60	1.27	1.25	1.48	0.69	1.31					7.50	7.50	5.50
	Avg Class Size	23.89	23.33	23.62	22.40	24.32	26.09	27.48					24.47	24.47	23.55
Fernwood Park	FTE	13	17	30	31	33	33	32					189	189.00	124.0
	# of Classes	0.65	0.85	1.64	1.66	1.70	1.00	1.00					8.50	8.50	6.50
	Avg Class Size	20.00	20.00	18.29	18.67	19.41	33.00	32.00					22.24	22.24	19.08
Fessenden	FTE	12.5	14	36	36	42	38	34	60			8	280.5	272.50	140.5
	# of Classes	0.78	0.72	1.47	1.53	1.65	1.75	1.60	2.00			1.00	12.50	11.50	6.15
	Avg Class Size	16.03	19.44	24.49	23.53	25.45	21.71	21.25	30.00			8.00	22.44	23.70	22.85
Flamborough Centre	FTE	7	9.5	16	21	18	19	23	76	95	68		352.5	352.50	71.5
	# of Classes	0.50	0.50	1.00	1.00	1.00	1.00	1.00	3.00	3.00	2.00		14.00	14.00	4.00
	Avg Class Size	14.00	19.00	16.00	21.00	18.00	19.00	23.00	25.33	31.67	34.00		25.18	25.18	17.88
Franklin Road	FTE	21	33.5	54	56	56	60	47				20	347.5	327.50	220.5
	# of Classes	1.00	1.50	2.00	3.00	2.00	2.00	2.00				2.00	15.50	13.50	9.50
	Avg Class Size	21.00	22.33	27.00	18.67	28.00	30.00	23.50				10.00	22.42	24.26	23.21

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
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SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
George L. Armstrong	FTE	23	24	44	50	34	47	46	115	123	99	6	611	605.00	175.0
	# of Classes	1.00	1.00	2.00	2.00	1.41	1.85	1.74	4.00	5.00	4.00	1.00	25.00	24.00	7.41
	Avg Class Size	23.00	24.00	22.00	25.00	24.11	25.41	26.44	28.75	24.60	24.75	6.00	24.44	25.21	23.62
George R. Allan	FTE	26	37.5	65	49	58	57	56					348.5	348.50	235.5
	# of Classes	1.15	1.85	2.62	2.38	2.41	2.32	2.27					15.00	15.00	10.41
	Avg Class Size	22.61	20.27	24.81	20.59	24.07	24.57	24.67					23.23	23.23	22.62
Gibson	FTE	17.5	21	58	45	47	28	44					260.5	260.50	188.5
	# of Classes	1.00	1.00	2.54	1.90	1.88	1.07	1.61					11.00	11.00	8.32
	Avg Class Size	17.50	21.00	22.83	23.68	25.00	26.17	27.33					23.68	23.68	22.66
Glen Brae	FTE								108	99	102	12	321	309.00	0.0
	# of Classes								4.00	3.62	3.38	1.00	12.00	11.00	0.00
	Avg Class Size								27.00	27.35	30.18	12.00	26.75	28.09	0.00
Glen Echo	FTE	17	17.5	49	50	49	51	52					285.5	285.50	182.5
	# of Classes	0.73	0.78	2.08	2.05	1.87	1.98	2.02					11.50	11.50	7.50
	Avg Class Size	23.45	22.58	23.56	24.39	26.20	25.76	25.74					24.83	24.83	24.33
Glenwood	FTE											52	51.5	0.00	0.0
	# of Classes											7.00	7.00	0.00	0.00
	Avg Class Size											7.43	7.36	0.00	0.00
Gordon Price	FTE	20	25.5	50	52	48	56	41				15	307.5	292.50	195.5
	# of Classes	1.00	1.00	2.00	2.00	2.00	2.33	1.67				2.00	14.00	12.00	8.00
	Avg Class Size	20.00	25.50	25.00	26.00	24.00	24.03	24.55				7.50	21.96	24.38	24.44
Grange	FTE					60	62	52	62				236	236.00	60.0
	# of Classes					3.00	3.00	2.00	2.00				10.00	10.00	3.00
	Avg Class Size					20.00	20.67	26.00	31.00				23.60	23.60	20.00
Green Acres	FTE	8.5	11	29	35	25	27	44	25	66	51	33	354.5	321.50	108.5
	# of Classes	0.50	0.50	1.42	1.58	1.00	1.00	1.75	1.01	2.24	2.00	3.00	16.00	13.00	5.00
	Avg Class Size	17.00	22.00	20.42	22.15	25.00	27.00	25.14	24.75	29.46	25.50	11.00	22.16	24.73	21.70

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
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SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Greensville	FTE	14	18.5	35	35	31	49	46				8	236.5	228.50	133.5
	# of Classes	0.70	0.81	1.47	1.53	1.00	2.00	2.00				1.00	10.50	9.50	5.50
	Avg Class Size	20.14	22.98	23.81	22.88	31.00	24.50	23.00				8.00	22.52	24.05	24.27
Guy B. Brown	FTE	22.5	19	43	46	43	58	51					282.5	282.50	173.5
	# of Classes	1.00	1.00	2.00	2.00	2.00	2.00	2.00					12.00	12.00	8.00
	Avg Class Size	22.50	19.00	21.50	23.00	21.50	29.00	25.50					23.54	23.54	21.69
Hampton Heights	FTE								127	113	104	22	366	344.00	0.0
	# of Classes								5.00	4.00	4.00	2.00	15.00	13.00	0.00
	Avg Class Size								25.40	28.25	26.00	11.00	24.40	26.46	0.00
Helen Detwiler	FTE	29.5	36.5	74	84	88	77	76				12	477	465.00	312.0
	# of Classes	1.27	1.73	3.00	4.00	4.00	3.00	3.00				1.00	21.00	20.00	14.00
	Avg Class Size	23.23	21.10	24.67	21.00	22.00	25.67	25.33				12.00	22.71	23.25	22.29
Hess Street	FTE	24.5	24.5	62	61	45	48	51	49				365	365.00	217.0
	# of Classes	1.24	1.26	3.00	3.07	2.00	2.07	2.35	2.51				17.50	17.50	10.57
	Avg Class Size	19.76	19.52	20.67	19.87	22.50	23.19	21.70	19.52				20.86	20.86	20.53
Highview	FTE								141	146	118	41	446	405.00	0.0
	# of Classes								5.00	6.00	4.00	5.00	20.00	15.00	0.00
	Avg Class Size								28.20	24.33	29.50	8.20	22.30	27.00	0.00
Hillcrest	FTE								114	113	95	45	367	322.00	0.0
	# of Classes								5.00	4.00	4.00	4.00	17.00	13.00	0.00
	Avg Class Size								22.80	28.25	23.75	11.25	21.59	24.77	0.00
Hillsdale	FTE	16.5	18	39	42	48	38	45					246.5	246.50	163.5
	# of Classes	0.71	0.79	2.00	2.00	2.00	2.00	2.00					11.50	11.50	7.50
	Avg Class Size	23.24	22.78	19.50	21.00	24.00	19.00	22.50					21.43	21.43	21.80
Holbrook	FTE	12	17	31	29	23	33	35				36	216	180.00	112.0
	# of Classes	0.68	0.82	1.37	1.16	0.87	1.22	1.38				2.00	9.50	7.50	4.90
	Avg Class Size	17.65	20.73	22.63	25.00	26.44	27.05	25.36				18.00	22.74	24.00	22.86

The Hamilton-Wentworth District School Board
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SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Huntington Park	FTE	31	26	77	61	71	65	57				9	397	388.00	266.0
	# of Classes	1.50	1.00	3.50	2.50	3.00	3.00	2.00				1.00	17.50	16.50	11.50
	Avg Class Size	20.67	26.00	22.00	24.40	23.67	21.67	28.50				9.00	22.69	23.52	23.13
James MacDonald	FTE	14.5	10.5	37	36	39	36	37					210	210.00	137.0
	# of Classes	1.00	0.50	2.00	1.46	1.54	1.45	1.55					9.50	9.50	6.50
	Avg Class Size	14.50	21.00	18.50	24.66	25.32	24.83	23.87					22.11	22.11	21.08
Janet Lee	FTE	20	25	51	52	55	49	68	66	67	69		522	522.00	203.0
	# of Classes	1.00	1.00	2.45	2.55	2.00	2.00	3.00	2.00	2.42	2.58		21.00	21.00	9.00
	Avg Class Size	20.00	25.00	20.82	20.39	27.50	24.50	22.67	33.00	27.69	26.74		24.86	24.86	22.56
King George	FTE	13.5	13.5	30	28	26	35	32	26			12	216	204.00	111.0
	# of Classes	0.75	0.75	1.47	1.33	1.20	1.43	1.36	1.21			1.00	10.50	9.50	5.50
	Avg Class Size	18.00	18.00	20.41	21.05	21.67	24.48	23.53	21.49			12.00	20.57	21.47	20.18
Lake Avenue	FTE	32	36.5	91	74	85	72	89	85	90	79		733.5	733.50	318.5
	# of Classes	1.50	2.00	4.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00		29.50	29.50	14.50
	Avg Class Size	21.33	18.25	22.75	24.67	21.25	24.00	29.67	28.33	30.00	26.33		24.86	24.86	21.97
Lawfield	FTE								100	114	112	12	338	326.00	0.0
	# of Classes								4.00	4.00	4.00	1.00	13.00	12.00	0.00
	Avg Class Size								25.00	28.50	28.00	12.00	26.00	27.17	0.00
Lincoln Alexander	FTE	19	17	59	47	49	35	47				19	292	273.00	191.0
	# of Classes	0.79	0.71	3.00	2.00	2.00	1.33	1.67				2.00	13.50	11.50	8.50
	Avg Class Size	24.20	23.94	19.67	23.50	24.50	26.32	28.14				9.50	21.64	23.75	22.48
Linden Park	FTE	7	14	32	19	22	30	26					150	150.00	94.0
	# of Classes	0.35	0.65	1.24	0.76	1.00	1.00	1.00					6.00	6.00	4.00
	Avg Class Size	20.00	21.54	25.81	25.00	22.00	30.00	26.00					25.00	25.00	23.50
Lisgar	FTE	14.5	16.5	45	30	34	36	43				7	226	219.00	140.0
	# of Classes	0.70	0.60	1.62	1.08	1.30	1.39	1.61				1.00	9.50	8.50	5.50
	Avg Class Size	20.71	20.63	27.78	27.78	26.15	25.90	26.71				7.00	23.79	25.76	25.45

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
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SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Lloyd George	FTE	11.5	11.5	24	27	30	29	26					159	159.00	104.0
	# of Classes	0.55	0.45	1.28	1.32	1.40	1.00	1.00					7.00	7.00	5.00
	Avg Class Size	20.91	25.84	18.75	20.45	21.43	29.00	26.00					22.73	22.73	20.82
Lynden	FTE	9	5	9	10	9	12	12					66	66.00	42.0
	# of Classes	0.69	0.31	0.47	0.53	1.00	0.50	0.50					4.00	4.00	3.00
	Avg Class Size	13.14	16.13	19.15	18.87	9.00	24.00	24.00					16.52	16.52	14.02
Maple Lane	FTE	22.5	27	56	47								152.5	152.50	152.5
	# of Classes	1.28	1.22	2.00	2.00								6.50	6.50	6.50
	Avg Class Size	17.58	22.13	28.00	23.50								23.46	23.46	23.46
Mary Hopkins	FTE	26	27.5	73	61	52	67	54					360.5	360.50	239.5
	# of Classes	1.27	1.23	3.00	3.00	2.37	2.63	2.00					15.50	15.50	10.87
	Avg Class Size	20.47	22.36	24.33	20.33	21.94	25.48	27.00					23.26	23.26	22.03
Memorial	FTE	31	32.5	66	63	53	57	53	80	77	85		597.5	597.50	245.5
	# of Classes	1.45	1.55	3.00	3.00	3.00	2.00	2.00	4.00	3.00	4.00		27.00	27.00	12.00
	Avg Class Size	21.38	20.97	22.00	21.00	17.67	28.50	26.50	20.00	25.67	21.25		22.13	22.13	20.46
Memorial (Stoney Creek)	FTE	8.5	10	15	28	26	29	32	24	19	29	12	232.5	220.50	87.5
	# of Classes	0.50	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00	9.00	4.00
	Avg Class Size	17.00	20.00	15.00	28.00	26.00	29.00	32.00	24.00	19.00	29.00	12.00	23.25	24.50	21.88
Millgrove	FTE	15.5	13.5	42	44	42	44	40					241	241.00	157.0
	# of Classes	0.79	0.71	1.78	1.95	1.84	1.79	1.64					10.50	10.50	7.07
	Avg Class Size	19.62	19.01	23.60	22.56	22.83	24.58	24.39					22.95	22.95	22.21
Mount Albion	FTE	13.5	18.5	30	43	53	43	41	43	65	46	24	420	396.00	158.0
	# of Classes	0.63	0.88	1.28	1.72	2.00	1.71	1.61	1.68	2.33	1.67	2.00	17.50	15.50	6.50
	Avg Class Size	21.60	21.14	23.44	25.00	26.50	25.15	25.47	25.60	27.90	27.54	12.00	24.00	25.55	24.31
Mount Hope	FTE	13	13	26	21	30	38	39	30	62	56		328	328.00	103.0
	# of Classes	0.75	0.75	1.37	1.20	1.43	1.53	1.47	1.00	2.00	2.00		13.50	13.50	5.50
	Avg Class Size	17.33	17.33	18.98	17.50	20.98	24.84	26.53	30.00	31.00	28.00		24.30	24.30	18.73

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SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Mountain View	FTE	19	14.5	32	28	44	30	33	38	39	36		313.5	313.50	137.5
	# of Classes	0.84	0.67	1.68	1.32	2.00	1.00	1.38	1.62	1.55	1.45		13.50	13.50	6.50
	Avg Class Size	22.75	21.80	19.05	21.21	22.00	30.00	23.91	23.46	25.16	24.83		23.22	23.22	21.15
Mountview	FTE	14.5	14.5	37	34	39	34	54					227	227.00	139.0
	# of Classes	0.76	0.74	1.54	1.46	1.70	1.30	2.00					9.50	9.50	6.20
	Avg Class Size	19.08	19.59	24.03	23.29	22.94	26.15	27.00					23.89	23.89	22.42
Norwood Park	FTE	12.5	15	34	31	29	40	28	28	37	38		292.5	292.50	121.5
	# of Classes	1.00	1.00	1.52	1.48	1.23	1.77	1.00	1.00	1.50	1.50		13.00	13.00	6.23
	Avg Class Size	12.50	15.00	22.37	20.95	23.58	22.60	28.00	28.00	24.67	25.33		22.50	22.50	19.50
Parkdale	FTE	14.5	18	38	41	41	44	42					238.5	238.50	152.5
	# of Classes	0.67	0.84	2.00	2.00	2.00	1.57	1.43					10.50	10.50	7.50
	Avg Class Size	21.80	21.56	19.00	20.50	20.50	28.03	29.37					22.71	22.71	20.33
Parkwood	FTE	6.5	5.5	16	20	17	21	21	20				127	127.00	65.0
	# of Classes	0.27	0.23	0.70	0.95	0.80	0.91	0.84	0.80				5.50	5.50	2.95
	Avg Class Size	24.07	23.91	22.86	21.05	21.25	23.08	25.00	25.00				23.09	23.09	22.03
Pauline Johnson	FTE	20.5	27	52	69	50	58	55					331.5	331.50	218.5
	# of Classes	0.92	1.08	2.37	2.63	2.00	2.00	2.00					13.00	13.00	9.00
	Avg Class Size	22.28	25.12	21.94	26.24	25.00	29.00	27.50					25.51	25.51	24.29
Peace Memorial	FTE	18.5	20.5	41	39	23	45	41					228	228.00	142.0
	# of Classes	0.88	1.12	2.00	1.62	1.00	1.88	1.50					10.00	10.00	6.62
	Avg Class Size	21.14	18.30	20.50	24.07	23.00	23.94	27.33					22.81	22.81	21.47
Pleasant Valley	FTE	10.5	11	30	21	33	27	23	24				179.5	179.50	105.5
	# of Classes	0.51	0.49	1.25	0.75	1.00	1.00	1.00	1.00				7.00	7.00	4.00
	Avg Class Size	20.59	22.45	24.00	28.00	33.00	27.00	23.00	24.00				25.64	25.64	26.38
Prince of Wales	FTE	21.5	20	77	76	56	57	57	98	106	101		669.5	669.50	250.5
	# of Classes	1.00	1.00	3.00	3.00	2.63	2.37	2.50	3.50	4.00	4.00		27.00	27.00	10.63
	Avg Class Size	21.50	20.00	25.67	25.33	21.29	24.05	22.80	28.00	26.50	25.25		24.80	24.80	23.57

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Prince Philip	FTE	16	24.5	52	50	44	54	35					275.5	275.50	186.5
	# of Classes	0.83	1.18	2.00	2.00	2.00	2.38	1.62					12.00	12.00	8.00
	Avg Class Size	19.39	20.85	26.00	25.00	22.00	22.69	21.60					22.96	22.96	23.31
Queen Mary	FTE	21.5	28.5	55	64	57	45	56	82	97	86	40	632	592.00	226.0
	# of Classes	1.07	1.43	3.00	3.00	3.00	2.00	2.00	3.00	4.00	4.00	4.00	30.50	26.50	11.50
	Avg Class Size	20.09	19.93	18.33	21.33	19.00	22.50	28.00	27.33	24.25	21.50	10.00	20.72	22.34	19.65
Queen Victoria	FTE	28.5	17.5	63	38	35	41	28				8	259	251.00	182.0
	# of Classes	1.23	0.77	2.77	1.66	1.57	1.69	1.31				1.00	12.00	11.00	8.00
	Avg Class Size	23.17	22.73	22.74	22.89	22.29	24.26	21.37				8.00	21.58	22.82	22.75
Queen's Rangers	FTE	11	15.5	19	23	22	36	34	29			10	199.5	189.50	90.5
	# of Classes	0.62	0.89	1.00	1.00	1.00	1.57	1.43	1.00			1.00	9.50	8.50	4.50
	Avg Class Size	17.89	17.51	19.00	23.00	22.00	22.93	23.78	29.00			10.00	21.00	22.29	20.11
Queensdale	FTE	16	16.5	36	33	32	32	25				11	200	190.50	133.5
	# of Classes	0.79	0.71	1.52	1.23	1.25	2.00	1.00				2.00	10.50	8.50	5.50
	Avg Class Size	20.38	23.24	23.68	26.83	25.60	16.00	25.00				5.50	19.06	22.42	24.29
R.A. Riddell	FTE	20.5	19	47	44	41	50	47	74	86	97	24	549.5	525.50	171.5
	# of Classes	1.04	0.96	2.00	2.00	1.51	1.74	1.75	3.00	3.00	2.00	2.00	21.00	19.00	7.51
	Avg Class Size	19.81	19.79	23.50	22.00	27.15	28.74	26.86	24.67	28.67	48.50	12.00	26.17	27.67	22.85
R.L. Hyslop	FTE	12	14	48	44	43	40	37	46				284	284.00	161.0
	# of Classes	0.59	0.91	2.00	2.00	2.00	2.00	1.37	1.63				12.50	12.50	7.50
	Avg Class Size	20.51	15.38	24.00	22.00	21.50	20.00	27.01	28.22				22.73	22.73	21.48
Richard Beasley	FTE	19.5	14	36	56	43	53	58				11	290.5	279.50	168.5
	# of Classes	0.87	0.63	1.61	2.39	2.00	2.00	2.00				1.00	12.50	11.50	7.50
	Avg Class Size	22.54	22.22	22.36	23.43	21.50	26.50	29.00				11.00	23.25	24.31	22.48
Ridgemount	FTE	17.5	15	32	34	46	39	37				12	232.5	220.50	144.5
	# of Classes	0.81	0.69	1.45	1.55	2.00	1.60	1.40				1.00	10.50	9.50	6.50
	Avg Class Size	21.60	21.90	22.07	21.94	23.00	24.38	26.43				12.00	22.15	23.22	22.25

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2001

SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Robert Land	FTE	13.5	13.5	30	46	21	42	27					193	193.00	124.0
	# of Classes	0.75	0.76	1.00	2.00	1.00	2.00	1.00					8.50	8.50	5.50
	Avg Class Size	18.12	17.88	30.00	23.00	21.00	21.00	27.00					22.71	22.71	22.55
Rosedale	FTE	13.5	17.5	31	32	36	34	35					199	199.00	130.0
	# of Classes	0.70	0.80	1.24	1.32	1.44	1.45	1.55					8.50	8.50	5.50
	Avg Class Size	19.29	21.88	25.00	24.24	25.00	23.45	22.58					23.41	23.41	23.64
Rousseau	FTE	10.5	16.5	32	47	35	38	51	58				288	288.00	141.0
	# of Classes	0.56	0.95	1.63	2.37	1.45	1.55	2.00	2.00				12.50	12.50	6.95
	Avg Class Size	18.92	17.46	19.63	19.83	24.14	24.52	25.50	29.00				23.04	23.04	20.29
Roxborough Park	FTE	20.5	28	49	47	47	44	50				9	294.5	285.50	191.5
	# of Classes	1.17	1.33	2.00	2.67	2.33	2.00	2.00				1.00	14.50	13.50	9.50
	Avg Class Size	17.60	21.05	24.50	17.60	20.17	22.00	25.00				9.00	20.32	21.16	20.17
Ryckman's Corners	FTE	10.5	22	26	27	27	28	16					156.5	156.50	112.5
	# of Classes	0.50	1.00	1.00	1.00	1.00	1.00	1.00					6.50	6.50	4.50
	Avg Class Size	21.00	22.00	26.00	27.00	27.00	28.00	16.00					24.08	24.08	25.00
Ryerson	FTE								98	159	162		419	419.00	0.0
	# of Classes								4.00	7.00	6.00		17.00	17.00	0.00
	Avg Class Size								24.50	22.71	27.00		24.65	24.65	0.00
Sanford Avenue	FTE	27.5	32.5	69	52	66	58	52					357	357.00	247.0
	# of Classes	1.29	1.71	4.00	2.35	2.65	2.66	2.34					17.00	17.00	12.00
	Avg Class Size	21.40	19.01	17.25	22.13	24.91	21.80	22.22					21.01	21.01	20.59
Seneca	FTE	9	11.5	31	20	30	26	29					156.5	156.50	101.5
	# of Classes	0.39	0.61	1.20	0.80	1.00	1.00	1.00					6.00	6.00	4.00
	Avg Class Size	23.08	18.85	25.83	25.00	30.00	26.00	29.00					26.08	26.08	25.38
Sheffield	FTE	9	7.5	28	17								61.5	61.50	61.5
	# of Classes	0.50	0.50	1.26	0.74								3.00	3.00	3.00
	Avg Class Size	18.00	15.00	22.22	22.97								20.50	20.50	20.50

The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2001

SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Sherwood Heights	FTE	9.5	13	51	54	49	61	50					287.5	287.50	176.5
	# of Classes	0.42	0.58	2.00	2.00	2.00	2.00	2.00					11.00	11.00	7.00
	Avg Class Size	22.89	22.41	25.50	27.00	24.50	30.50	25.00					26.15	26.15	25.23
Sir Isaac Brock	FTE	23	23	41	50	43	40	46					266	266.00	180.0
	# of Classes	1.00	1.00	2.00	2.00	1.67	1.57	1.76					11.00	11.00	7.67
	Avg Class Size	23.00	23.00	20.50	25.00	25.75	25.48	26.14					24.18	24.18	23.47
Sir Wilfrid Laurier	FTE	30	38.5	106	74	82	88	100				12	530.5	518.50	330.5
	# of Classes	1.50	1.50	4.00	3.47	3.53	4.00	4.00				1.00	23.00	22.00	14.00
	Avg Class Size	20.00	25.67	26.50	21.33	23.23	22.00	25.00				12.00	23.07	23.57	23.61
Spencer Valley	FTE								70	94	82	20	266	246.00	0.0
	# of Classes								3.00	3.00	3.00	2.00	11.00	9.00	0.00
	Avg Class Size								23.33	31.33	27.33	10.00	24.18	27.33	0.00
Stinson	FTE	19	24.5	48	34	40	48	42					255.5	255.50	165.5
	# of Classes	1.00	1.00	2.00	2.00	2.00	2.77	1.23					12.00	12.00	8.00
	Avg Class Size	19.00	24.50	24.00	17.00	20.00	17.33	34.15					21.29	21.29	20.69
Strathcona	FTE	8.5	5.5	22	15	12	15	15	11			24	128	104.00	63.0
	# of Classes	0.61	0.39	1.00	0.71	0.58	0.71	0.57	0.43			2.00	7.00	5.00	3.29
	Avg Class Size	14.05	14.10	22.00	21.13	20.69	21.13	26.32	25.58			12.00	18.30	20.82	19.18
Tapleytown	FTE	12.5	11.5	36	35	45	48	41	39	39	39		346	346.00	140.0
	# of Classes	1.00	0.50	1.34	1.33	1.61	1.72	1.57	1.43	1.52	1.48		13.50	13.50	5.76
	Avg Class Size	12.50	23.00	26.87	26.32	27.95	27.91	26.11	27.27	25.66	26.35		25.63	25.63	24.22
Thornbrae	FTE	15.5	19.5	39	41	41	48	46					250	250.00	156.0
	# of Classes	0.67	0.83	2.00	2.00	1.50	1.78	1.72					10.50	10.50	7.00
	Avg Class Size	23.13	23.49	19.50	20.50	27.33	26.97	26.74					23.81	23.81	22.29
Tweedsmuir	FTE								128	145	142	30	445	415.00	0.0
	# of Classes								6.00	5.81	6.19	3.00	21.00	18.00	0.00
	Avg Class Size								21.33	24.96	22.94	10.00	21.19	23.06	0.00

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2001

SCHOOL		JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Vern Ames	FTE	18	19	52	41	46	54	59					289	289.00	176.0
	# of Classes	0.95	1.05	2.00	1.65	1.94	2.01	2.40					12.00	12.00	7.59
	Avg Class Size	18.95	18.10	26.00	24.85	23.71	26.87	24.58					24.08	24.08	23.19
Viscount Montgomery	FTE	15.5	18.5	31	27	32	45	31	76	77	57	13	423	410.00	124.0
	# of Classes	0.73	0.78	1.34	0.95	1.14	1.51	1.06	3.00	3.00	2.00	2.00	17.50	15.50	4.93
	Avg Class Size	21.38	23.87	23.13	28.42	28.07	29.80	29.25	25.33	25.67	28.50	6.50	24.17	26.45	25.15
W.H. Ballard	FTE	19	26	61	54	57	62	36	141	125	104	33	718	685.00	217.0
	# of Classes	0.84	1.16	3.00	2.00	2.00	2.28	1.72	5.00	4.00	4.00	2.00	26.00	26.00	9.00
	Avg Class Size	22.62	22.41	20.33	27.00	28.50	27.19	20.93	28.20	31.25	26.00	16.50	25.64	26.35	24.11
Westview	FTE								124	139	128	62	453	391.00	0.0
	# of Classes								4.00	5.00	5.00	3.00	17.00	14.00	0.00
	Avg Class Size								31.00	27.80	25.60	20.67	26.65	27.93	0.00
Westwood	FTE	22	23.5	56	59	46	61	47				5	319.5	314.50	206.5
	# of Classes	1.00	1.00	2.00	3.00	2.00	2.00	2.00				1.00	14.00	13.00	9.00
	Avg Class Size	22.00	23.50	28.00	19.67	23.00	30.50	23.50				5.00	22.82	24.19	22.94
Winona	FTE	16	17	40	45	46	50	38	45	52	49		398	398.00	164.0
	# of Classes	0.71	0.79	2.00	2.00	2.00	2.00	1.35	1.65	1.57	1.43		15.50	15.50	7.50
	Avg Class Size	22.54	21.52	20.00	22.50	23.00	25.00	28.15	27.27	33.12	34.27		25.68	25.68	21.87
Woodward	FTE	12	18	31	41	33	43	31				6	215	209.00	135.0
	# of Classes	0.60	0.90	1.26	1.74	1.28	1.57	1.15				1.00	9.50	8.50	5.76
	Avg Class Size	20.00	20.00	24.60	23.56	25.78	27.39	26.96				6.00	22.63	24.59	23.36
Yorkview	FTE	11.5	20	37	44	36	47	37				12	244.5	232.50	148.5
	# of Classes	0.59	0.91	1.59	1.74	1.36	1.87	1.44				1.00	10.50	9.50	6.19
	Avg Class Size	19.49	21.98	23.27	25.29	26.47	25.13	25.69				1.00	23.29	24.47	23.99
	Total FTE	**1605.5**	**1838.0**	**4101.0**	**4008.0**	**3929.0**	**4139.0**	**4029.0**	**4072.0**	**4250.0**	**3905.0**	**1027.0**	**36900.6**	**35875.6**	**15481.5**
	Total # of Classes	79.36	87.56	182.02	175.79	165.37	166.68	159.95	154.14	155.95	147.10	98.00	1572.42	1474.50	690.68
	Avg Class Size	20.10	20.99	22.53	22.80	23.76	24.83	25.19	26.42	27.25	26.55	10.48	23.47	24.33	22.41

I-21

#2

Committee of the Whole: Open
Monitoring Report: Resource Allocation

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: January 14, 2002

Re: Staff Report – Full Time Equivalent Positions

Monitoring Statement:

The number of full-time equivalent positions in place for the Board as of December 31, 2001 is consistent with the number anticipated.

Rationale:

The attached report identifies the number of full-time equivalent positions by expenditure category as of December 31, 2001.

DG
Attach.

C:\MyFiles\CTW0102\Staff Report Jan02.doc

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2001 ACTUALS												2001/2002 Approved
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	F.T.E.
Teachers - Elementary	2,073.70	2,074.70	2,074.70	2,074.70	2,074.90	2,074.90	2,074.90	2,074.90	2,020.10	2,026.00	2,026.00	2,026.00	2,025.50
Teachers - Secondary	1,243.34	1,225.14	1,225.14	1,225.14	1,225.14	1,225.14	1,225.14	1,225.14	1,220.02	1,221.68	1,221.68	1,221.68	1,215.57
Teacher Assistants	420.00	420.00	421.00	421.00	421.00	421.00	421.00	421.00	421.00	426.50	429.00	429.00	430.00
Professionals & Paraprofessionals	117.30	118.30	118.30	118.30	118.30	118.30	118.30	118.30	118.30	118.30	118.30	118.30	118.30
School Administration	411.93	411.93	411.93	411.93	411.93	411.93	411.93	411.93	403.93	403.93	403.93	403.93	394.13
Consultants & Special Assign. Tchrs.	34.00	34.00	34.00	34.00	34.00	34.00	34.00	34.00	28.00	28.00	28.00	28.00	28.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00	152.00	152.00	152.00	152.00	152.00	152.00	152.00	152.00
School Operations	483.75	483.75	483.75	483.75	483.75	483.75	483.75	483.75	462.00	462.00	462.00	462.00	459.75
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87
Transportation	2.25	2.25	2.25	2.25	2.25	2.25	2.25	2.25	3.25	3.25	3.25	3.25	3.25
Total Full Time Equiv. Positions	**4,943.14**	**4,926.94**	**4,927.94**	**4,927.94**	**4,928.14**	**4,928.14**	**4,928.14**	**4,928.14**	**4,833.47**	**4,846.53**	**4,849.03**	**4,849.03**	**4,831.37**
Staff on Loan (recoverable)	16.38	16.23	16.23	16.23	16.23	16.23	16.23	16.23	16.67	16.67	16.67	16.67	

Prepared by Human Resources - January 1, 2002

#2

Hamilton-Wentworth District School Board

Memorandum

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education

Date: January 14, 2002

Re: Diverse Community Achievement Centre of Hamilton and Region Inc.

Information Item:

The **Diverse Community Achievement Centre - Responsiveness Program -- A Community/School Counselling Initiative** will take place as a one-year pilot project in Hillcrest School and its feeder junior schools, which include Woodward, Hillsdale, Roxborough Park and Parkdale Schools. The project will begin in January 2002.

1.0 Rationale

1.1 Similar to all school boards across the province, the Hamilton-Wentworth District School Board has concern about student behaviours in its schools. There is a need to address these concerns through a planned pro-active manner.

1.2 There is a need to recognize that, to successfully address the complexity of issues related to safe schools, shared ownership with the extended community is necessary. Successful programs which are both preventative and reactive in nature, demand a community solution.

1.3 Partnering with the Diverse Community Achievement Centre of Hamilton and Region Inc. will allow our schools to be involved in a community solution towards addressing student behavioural challenges.

2.0 Background Information

2.1 The Diverse Community Achievement Centre of Hamilton and Region Inc. has been involved with youth in Hamilton for the past twenty years. Established as a group who advocated for the Black community, the Diverse Community Achievement Centre has expanded its mandate to serve all youth who demonstrate a need for support.

2.2 Over the past two years, the Diverse Community Achievement Centre of Hamilton and Region Inc. has served a variety of youth who have been demonstrating difficulty with their academics. This support has been achieved through the establishment of after-school 'homework clubs'.

2.3 The Diverse Community Achievement Centre of Hamilton and Region Inc. has a desire to expand its services to youth by providing a support program for those students demonstrating 'early' behavioural challenges.

3.0 Current Information

3.1 The Diverse Community Achievement Centre of Hamilton and Region Inc. has received funding from the Hamilton Community Foundation to support youth who are experiencing disruptive, destructive and dysfunctional problems. The program which has been created reaches into homes and provides supports to families. It will also extend into the school and the recreational life of the child. The program is designed to provide a multi-dimensional approach to achieving its goals.

3.2 The pilot project has targeted students who are of the following profile:

- elementary students seven to thirteen years old
- culturally diverse background
- demonstrating early signals of behavioural problems: e.g., first or second suspension, "at risk" of suspension and warnings given to students and/or parents

3.3 The range of behavioural challenges of students would benefit from the program include:

- anger management problems
- attention seeking behaviours
- anti-social behaviour: i.e., inappropriate behaviour with peers
- verbal and physical incidents with peers/authority figures
- bullying
- disciplinary problems
- family problems: i.e., student internalizes and acts out behaviours attributed to problems situated within the family
- first-time young offenders

3.4 Students who would be *ineligible* for responsiveness program include:

- those who are involved with chronic suspensions
- involved with mental health, psychological and psychiatric counseling
- presently involved in other behavior modification group programs
- those students who would be considered chronic young offenders

3.5 All participants in the program would have parent consent; as well, a consent form will be required from the student. The program will operate through a ten-week period from 3:45 p.m. to 5:00 p.m., twice weekly, utilizing a room in the school. The program has its own liability insurance.

3.6 The 'pilot' will be assessed using office referral data, as well as teacher and parent interview data. Attitude towards self, peers and school work will be major determinations of success.

3.7 The Board will have an option to terminate this project if it is not meeting the agreed program objectives.

The Hamilton-Wentworth District School Board

Impact Summary

Recommended Action:
That the Diverse Community Achievement Centre of Hamilton and Region, Inc. receive Board approval to offer the *Responsiveness Program -- A Community/School Counselling Initiative* to operate as a pilot program in Hillcrest and its feeder schools during 2002.

The impact of approving the foregoing recommended action is as follows:

1. **Benefits/Expected Outcomes** ∀
   - partner with the community to provide supports to students with behavioural challenges
   - students who participate in the program will demonstrate a decrease in 'negative' office contact
   - students will demonstrate increased academic success

2. **Target Audience** ∀
   Audience recommended action is expected to impact:
   - Elementary students 7 to 13 years old

   Annual number expected to benefit in any 12 month period:
   - 35 students

3. **Costing detail** ∀
   Effective date of recommended action:
   - January 2002

	Start-Up Cost	Operating Cost (*This year residual)	Operating Cost (Next Full Year)
Permanent Staff: FTE = _____ Salary + Benefits	$ nil	$ nil	$ nil
Temporary Assistance:			
Supplies (description): • •	$ nil $	$ nil $	$ nil $
Equipment (description):	$ nil $ $	$ nil $ $	$ nil $ $
Accommodation/ Transportation (description): • •	$ nil $	$ nil $	$ nil $
Total	$ nil	$ nil	$ nil

4. **Funding** ∀
   **** Project is totally funded by the Hamilton Community Foundation ****

   Activities/programs negatively impacted by shift of funding: nil

   Compliance with legislated enveloping requirements: N/A

Yes	No	
☐	☐	Classroom Non/Classroom
☐	☐	Special Education
☐	☐	Board Administration and Governance
☐	☐	School Renewal/Debenture/New Pupil Place

2 3
30 NOV 2001

Diverse Community Achievement Centre of Hamilton and Region Inc.
email:dca@hwcn.org
210 Napier Street, Hamilton, ON L8R 1S7
Bus: 905-543-0222 Fax:905-544-5187

A Community based organization dedicated to helping youth reach their potential

RESPONSIVENESS PROGRAM

A Counselling Program for children with early signs of behavioral problems.

This D.C.A. program is financially supported by Hamilton Community Foundation.

A one-year community-based, Family/School Support Pilot Program for 35 elementary –age students (7-13 years from designated geographic family- of-schools) whose disruptive, destructive and dysfunctional behavioral problems have caused them to be suspended from school and/or have caused the child/parent to come into contact with child welfare and law enforcement systems. The need for this program arises from an increasing rate of out-of-school suspension of students as a result of the following issues/concerns: Lack of Early Intervention Program for "first-time" behavioral problem students (i.e.students who have at least three referrals by teachers to Principals and warning notices of behavioral-management problems given to student and parent(s). Recent labor relations problems in the education system and enactment of Zero Tolerance/School Safety Policies have also resulted in increasing suspension rates. Recent changes to Child Welfare Act has created situation where CAS is unable to provide services to children/family unless child's behavioral or family problem meets a new Risk-Assessment Criteria. Lengthy waiting list for Assessment and Therapeutic Treatment Services . In short, children not receiving effective Specialized Day Treatment Programs or receiving brief services and supports related to their behavioral problem. Suspended students are returning to classrooms without any form of remedial supports e.g. counselling related to behavior-management issues.

Intake/Referral & Liaison – Worker will interface with school administrators and facilitate referral to program.
Home/Parent Intervention – Parents to contact worker, provide relevant case-information and make arrangements/approval for child's participation in program.
Remedial Support Group Program – Worker will act as Group Facilitator for a ten-weeks After-School Group Program focussing on Behavior Modification, Anger Management and Life-Skills. Three ten weeks group sessions involving approximately 12 different students per each ten-week session will be held after-school, twice weekly for not more than two hours per session.
Individual Couselling and Resourcing: One-to-one counselling to assist child to identify problem and needs. Complement/Supplement Group Program and also assist Child & Parent in referral, advocacy and accessing community resources for education, recreational, social service supports.
Follow-Up Activities: Review and Assessment of child's progress with school administrators and parents. DCA approved Youth Mentors assigned.

DCA has over ten years experience in working directly with in-school programs, with parents and with child welfare/social services system in relation to its Tutorial, Child & Family Counselling and Mentoring Programs.

Diverse Community Achievement Centre
of Hamilton and Region Inc.
210 Napier St. Hamilton, On L8R 1S7
Telephone: (905) 543-0222 Fax: (905) 5445187

A Community based organization dedicated to helping youth reach their potential

November 8th, 2001

Re: Responsiveness Program - A Community/School Counselling Initiative

Profile of student participation in the DCA Responsiveness Program

- Elementary students 7 – 13 years old. (mix of grades 2 to 4 and 5 to 7)
- Culturally diverse background
- Demonstrating early signs of behavioral problems: e.g. first or second suspension, "at risk" of suspension, and warnings given to student and/or parents.

Range of behavioral problems

- ✓ Anger management problems
- ✓ Attention seeking behaviors
- ✓ Anti-social behavior: i.e. inappropriate behavior with peers
- ✓ Verbal and physical incidents with peers/authority figures
- ✓ Bullying
- ✓ Disciplinary problems
- ✓ Family problems-Student internalizes and acts out behaviors attributed to problems situated within the family.
- ✓ First time young offenders.

Ineligible for DCA Responsiveness Program

- ✓ Chronic suspension
- ✓ Involved with mental health, psychological, psychiatric counselling
- ✓ Presently involved in other behavior modification group programs
- ✓ Chronic young offenders

Note: (a) parental consent obtained for referral to program. Also consent of child is recommended.
(b) Group will by run for a 10 week period from 3:45pm to 5:00pm, twice weekly, and utilizing a room in one of the centrally-located schools.

ADDENDUM TO DCA's PROPOSAL:

EVALUATION:

The following methods will be utilized in evaluating the effectiveness of the proposed pilot project:

- Staff hired, trained, job functions undertaken and evaluated through DCA's Employee Job Performance Appraisal at the three-months, six months and 12 months/end of project periods.
- Number of Students Referrals to program including number and nature of Request for Service and Inquiries from schools, parents and community-at-large.
- Number of Intake Interview held with students and parents.
- Total of 35 students participated in the program and Participant Profile developed.
- Three ten-week Group Sessions undertaken, activities and outcomes documented.
- Number of liaison meetings held with school officials to obtain and share information regarding student's academic and behavioral functioning.
- Participant Progress and End-of-Program Reports documenting levels of attendance and participation, academic and behavioral functioning including rates of suspension.
- Number and nature of referrals and advocacy activities undertaken with parents and students involving other agencies.
- Number and levels of involvement of volunteer s and youth mentors.
- End-of-Program Review Report by Board of Education personnel assigned to assist with project implementation and including DCA's Board and Staff.

DIVERSE COMMUNITY ACHIEVEMENT CENTRE

RESPONSIVENESS PROGRAM - GROUP COUNSELING PROGRAM PLAN

The overall 10 week group-based program is divided into four modules i.e. 1. Group-building 2. Understanding Personality and Behavior 3. Understanding Conflict, Anger and Problem-solving 4. Examining linkages between behavior and personal,educational or career goals.

The model is knowledge and changed-focused i.e. knowing and understanding self, understanding personal/interpersonal behaviors, understanding how behaviors change from negatives to positives and understanding links between positive behaviors and personal/educational goals.
The program will be based on the every-day experiences of the participants and will utilize inter-active activities in exploring perceptions, attitudes and feelings, creating realistic goals for behavioral change and exploring practical ways of achieving positive behavioral outcomes.

1. Group building - Getting Acquainted -
   - All About the Group - Personal insights and feelings about participant's involvement in the group
   - Establishing Group Expectations & Personal Goals

2. "Who Am I ? - Exploring Personality and issues of identity, self-esteem and self-concept and understanding linkages between personality and behavior

3. Problem-solving - Exploring the issue of conflict and how it is expressed in varied relationships e.g. parent/child; teacher/student; sibling and peer relations, gangs, etc.
   - Managing Anger and Resolving Problems

4. Setting & Maintain Goals - Examining Personal, Education & Career Goals -
   - Exploring ways & means of maintaining and achieving behavioral goals
   - Linking Behavior to education and/or career goals.

Example of Program Activity Plan: Each module comprises a set of planned group task-activities for each session covering the ten-week period. Example as follows:

Module	Activity	Method	Time	Materials
Personality	"True Colors"	Task-oriented;group leader provides initial instruction of the activity goals and process and subsequent discussions of learnings and outcomes	1 hr	True Color Activity Set Markers Pencils Paper

Staffing:

Program staff has the necessary qualifications and experience to facilitate a group program and provide individual counselling supports.
The Responsiveness Program is developed based on similar model that is utilized by the DCA Director in the fields of education, child-welfare and youth services. The group program leader has received training in facilitating this model and the group program activities are monitored and subsequently evaluated by Laferne Clarke, MSW and who is a qualified and experienced behavioral-group facilitator and resource leader attached to this program.

Security & Insurance:

All staff meet the security requirements for working with children and youth and also DCA has the required insured liability coverage to provide its current counselling services and programs of this nature.

Committee of the Whole: Open
Monitoring Report: Resource Allocation

#3

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Finance

Date: January 14, 2002

Re: **2000/2001 Financial Statements and Surplus(Deficit) Schedule**

Monitoring Statement:

The audit of the 2000/2001 Financial Statements is complete and has resulted in an unqualified Auditors Report. In addition, it is noted that the Hamilton-Wentworth District School Board is in compliance with the Ministry's regulation regarding the enveloping of expenditures. The 2000/2001 Surplus(Deficit) Schedule is also attached.

Rationale:

The following reports are attached:

Appendix A 2000/2001 Financial Statements and Auditors' Report
Appendix B 2000/2001 Surplus(Deficit) Schedule

2000/2001 Financial Statements and Auditors' Report

The attached Financial Statements with respect to the year ended August 31, 2001 have been prepared in accordance with accounting principles that are prescribed by the Ministry and are considered to be appropriate for Ontario School Boards. The 2000/2001 Financial Statements will be published as prescribed by section 252(2) of the Education Act.

The 2000/2001 Financial Statements have been audited by the external auditor appointed by the Board: KPMG LLP, Chartered Accountants. In accordance with subsection 253(5) of the Education Act, the auditors have received full access to all books, records, documents of the Board, as well as any other information that in the auditors' opinion was necessary to enable them to carry out their duties. The audit was conducted in accordance with general accepted auditing standards as outlined in the Auditors' Report.

KPMG LLP have concluded that the Financial Statements present fairly, in all material respects, the financial position of the Board as at August 31, 2001 and the results of its operations for the year then ended.

The Board may want to consider inviting Janet Allan, CA, from KPMG LLP (the Board's Auditor), to attend at a future Committee of the Whole meeting if required.

2000/2001 Surplus(Deficit) Schedule

The estimated surplus(deficit) for 2000/2001 reported in the 2001/2002 budget document was a deficit of$3,000,000. The actual surplus(deficit) for 2000/2001 is a deficit of $3,313,333. The additional deficit of $313,333 will add to the challenge of completing the current year without incurring a deficit.

The attached 2000/2001 Surplus(Deficit) Schedule provides more information. However, as anticipated, the major deficit incurred in 2000/2001 was as a result of retirement gratuities. Retirement gratuities for Teachers, Principals and Vice-Principals exceeded budget by approximately $2,900,000. As approved by the Board, this deficit was partially offset by a transfer from reserves of $900,000.

2000/2001 Deficit	*Estimated*	*Actual*
Amount	3,000,000	3,313,333
% of Total Budget	0.836%	0.923%

It is interesting to note that the actual deficit incurred is less than 1% of the total 2000/2001 budget.

DG/GdeJ
Attach.

KPMG

3-2

Appendix A

Financial Statements of

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Year ended August 31, 2001

KPMG LLP
Chartered Accountants
Box 976
21 King Street West Suite 700
Hamilton ON L8N 3R1

Telephone (905) 52
Telefax (905) 523
www.kpmg.ca

AUDITORS' REPORT

To the Trustees and Ratepayers of the
Hamilton-Wentworth District School Board

We have audited the balance sheet of the Hamilton-Wentworth District School Board as at August 31, 2001 and the revenue fund statement of operations, the capital fund statement of operations and the reserve fund statement of continuity for the year then ended. These financial statements are the responsibility of the school board's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the school board as at August 31, 2001 and the results of its operations for the year then ended in accordance with accounting principles disclosed in note 1 to the financial statements.

KPMG LLP
Chartered Accountants

Hamilton, Canada
November 16, 2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
BALANCE SHEET
AS AT AUGUST 31, 2001

	2001 ($000's)	2000 ($000's)
ASSETS		
CURRENT		
Accounts Receivable		
Municipalities	14,071	18,114
Government of Ontario	-	4,116
Government of Canada	892	1,178
Other School Boards	75	75
Other	1,634	1,104
Prepaid and Other Assets	2,966	3,265
	19,638	27,852
CAPITAL OUTLAY TO BE RECOVERED IN FUTURE YEARS	57,243	60,142
TOTAL ASSETS	**76,881**	**87,994**
LIABILITIES		
CURRENT		
Bank Indebtedness	16,799	15,567
Accounts Payable and Accrued Liabilities	17,675	14,897
Deferred Income	983	1,949
	35,457	32,413
NET LONG-TERM LIABILITIES (note 3)	42,467	48,587
RESERVE FOR WORKING FUNDS	465	5,421
EQUITY IN RESERVE FUNDS	1,805	3,064
DEFICIT AT END OF YEAR	(3,313)	(1,491)
TOTAL LIABILITIES AND FUND BALANCES	**76,881**	**87,994**

COMMITMENTS (note 4)

CONTINGENT LIABILITIES (note 5)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
REVENUE FUND STATEMENT OF OPERATIONS
FOR THE YEAR ENDED AUGUST 31, 2001

	2001 ($000's)	2000 ($000's)
EXPENDITURE		
Classroom	222,891	222,455
Non-classroom	57,426	55,306
Administration	11,934	11,443
Pupil Transportation	10,900	11,551
Pupil Accommodation	60,487	60,132
Other non-operating expenditure (excluding transfers to reserves)	826	2,468
TOTAL EXPENDITURE	364,464	363,355
RECOVERY OF EXPENDITURE		
Government of Ontario - other	4,078	4,776
Government of Canada	915	1,520
Individuals - Tuition Fees	513	746
Other Revenues (excluding transfers from reserves)	1,302	8,397
TOTAL RECOVERY OF EXPENDITURE	6,808	15,439
NET EXPENDITURE	**357,656**	**347,916**
FINANCING OF NET EXPENDITURE		
Legislative Grants	214,334	201,587
Local Taxes	135,187	143,384
Decrease in reserves	6,313	1,863
Previous year-end (deficit)	(1,491)	(409)
TO BE APPLIED TO THE FOLLOWING YEAR		
Deficit at year-end	3,313	1,491
TOTAL FINANCING	**357,656**	**347,916**

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
CAPITAL FUND STATEMENT OF OPERATIONS
FOR THE YEAR ENDED AUGUST 31, 2001

CAPITAL EXPENDITURE	2001 ($000's)	2000 ($000's)
Capital Assets and Work in Progress		
New Pupil Places	941	6,412
School Renewal	10,781	7,154
Non-instructional Capital	1,453	1,757
Instructional Computers	3,366	2,824
Personalized Special Education Equipment	242	236
Other Capital Expenditures	3,573	4,931
TOTAL CAPITAL EXPENDITURE	**20,356**	**23,314**
CAPITAL FINANCING		
Balance at Beginning of Year Not Permanently Financed	(11,557)	(8,635)
Capital Expenditure Financed from the Revenue Fund	17,137	20,392
Balance at End of Year Not Permanently Financed	14,776	11,557
TOTAL CAPITAL FINANCING	**20,356**	**23,314**

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
RESERVE FUND STATEMENT OF CONTINUITY
FOR THE YEAR ENDED AUGUST 31, 2001

	2001 ($000's)	2000 ($000's)
Balance at August 31, 2000	**3,064**	**4,158**
Transfers to the Reserve Fund	3,932	6,631
Earnings on Reserve Fund Investment	97	235
	7,093	11,024
Transfers from the Revenue Fund	5,288	7,960
Balance at August 31, 2001	**1,805**	**3,064**

1. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared by the Board using accounting principles that are prescribed by the Ministry of Education and are considered appropriate for Ontario School Boards. These principles are in accordance with generally accepted accounting principles except as follows:

(a) Accrual Accounting

Revenue and expenditure are accounted for on the accrual basis of accounting, with the following exceptions:

(i) No provision is made for interest on unmatured debenture debt from the date of payment to the year-end.

(ii) No provision is made to record the liability for employee future benefits, such as retirement and/or sick leave benefits, accruing over the working lives of employees.

(iii) Vacation pay is recorded as salary expense as it is paid.

(iv) No provision is made to record the estimated liability for environmental matters. Expenditures are recorded in the period in which they occur.

(v) Supplementary taxes and tax write-offs have not been accrued for 2001.

(b) Capital Outlay to be Recovered in Future Years

Capital Assets are expensed unless they are to be financed by long term debt. Principal and interest charges on net long-term liabilities are included as expenditures in the period due. Capital assets, including Capital Leases, described as Capital Outlay to be Recovered in Future Years, are included on the Balance Sheet only to the extent of the balance of the related net long-term liabilities outstanding and of the related temporary financing at the year-end.

(c) Reserves and Reserve Funds

Reserves and Reserve Funds represent funds appropriated for general and specific purposes and are charged or credited to Revenue Fund Operations in the year appropriated or drawn down. The amounts in Reserves and Reserve Funds are approved by the Board and are within the limits defined in *The Education Act*.

(d) Accumulated Deficit (Surplus) at Year-End

The difference between the net expenditures of the period and the amounts received to finance these expenditures is carried forward to the subsequent year to either increase or reduce the net revenue requirement.

(e) Grant Calculation

Grants are calculated by management and submitted to the Ministry of Education for approval. Reassessments may occur. The effects of these adjustments, which cannot be quantified at the time of preparing these financial statements, will be recorded in the year of reassessment.

(f) Prepaid Expenses

Prepaid expenses include the employer share of statutory employee deductions, (Canada Pension Plan and Employment Insurance), which were paid in the period January 1, to August 31. As these deductions are not incurred evenly throughout the year, a portion of the expenditure has been included in prepaid expenses to be expensed in the following year.

(g) Trust Funds

Trust funds for teacher funded leave under the "four over five plan" are not recorded in these financial statements.

1. SIGNIFICANT ACCOUNTING POLICIES (continued)

(h) Use of Estimates

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosures of contingent assets and liabilities at the date of the financial statements and reported amounts of revenue and expenditure during the reporting period. Actual results may vary from current estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known.

(i) Financial Instruments

The balance sheet value for short-term investments, accounts receivable, short-term borrowing, accounts payable and accrued liabilities approximates fair value because of their limited term. The balance sheet value of the net long-term liabilities approximates fair value because the Board's current rate of borrowing for similar debt instruments of comparable maturity is not materially different. Fair value estimates are made as at the balance sheet date based on relevant information and information about the financial instruments.

2. EMPLOYEE FUTURE BENEFITS

(a) Retirement Gratuities

Employees may become entitled to cash payments when they leave the employment of the Board for purposes of retirement providing they meet the prescribed age or service requirements. Retirement gratuities of $7,852,000 were paid in 2001 (2000 - $6,826,000). Based on an August 2001 actuarial valuation, using a 6% discount rate, the actuarial present value of the liability at August 31, 2001 is $44,046,200. The Board accounts for the annual costs with these future benefits on a cash basis as incurred.

(b) Workplace Safety and Insurance Board Plan

The Board has assumed the liability for any cost awarded under the Workers' Compensation Act. An actuarial evaluation of the claims indicate a potential liability of $2,551,000 at August 31, 2001. This valuation was prepared using a 3% discount rate for 100% awards and a 6% rate for award less than 100%. It also assumes administration cost of 30%.

An amount of $980,000 (2000 - $980,000) has been provided for this liability and is included on the balance sheet in accounts payable. Payments charged against operations in the current year amounted to $480,000 (2000 - $422,000). The Board has contracted with an insurer for coverage of claims paid in excess of $250,000 per employee accident.

(c) Post Retirement Employee Benefits

Employees who retire have the option of continuing with the Board health, dental and life benefit plans until age 65. These former employees are included in the benefit plans for active employees but the former employees pay both the employee and employer related premiums.

3. NET LONG-TERM LIABILITIES

The net long-term liabilities consist of debentures of $41,518,000 (2000 - $44,851,000) and capital leases for equipment of $953,000 (2000 - $3,736,000). The debentures have a retractable feature, exercisable on specific dates only, at the option of the debenture holders. Of the net long-term liabilities outstanding, principal amounting to $10,975,000 plus interest amounting to $20,530,000 is payable over the next five years as follows:

	Principal	Interest	Total
2002	$ 2,145,000	$ 4,172,000	$ 6,317,000
2003	2,219,000	4,353,000	6,572,000
2004	2,018,000	4,261,000	6,279,000
2005	1,970,000	4,165,000	6,135,000
2006	2,623,000	3,579,000	6,202,000
TOTAL	$ 10,975,000	$ 20,530,000	$ 31,505,000

Principal payments on the debentures issued by The City of Hamilton are deposited into a sinking fund maintained by the City. The sinking fund is used to retire the debentures at the time of maturity.

4. COMMITMENTS

The Board entered into a contract with Duke Solutions (formerly Tescor Energy Services Inc.) for a comprehensive energy and water reduction program. The contract is expected to be completed in the next year. The total estimated cost of this contract is approximately $17 million. The energy savings expected from this program are to fully pay for this project within ten years.

Subsequent to year end, the Board entered into a partnership with IBM Canada Inc. to supply $10,500,000 of computers and software for the K-12 Classroom Technology Renewal Plan.

5. CONTINGENT LIABILITIES

The Board has been named in personal injury and property damage claims. The amounts specified in the claims are within the Board's insurance coverage. The Board, as well as its insurers, has instructed legal counsel to act on behalf of the Board to defend against these claims. No provision has been made in the financial statements for these claims.

6. DEBT AND CAPITAL LEASE CHARGES

The Revenue Fund expenditure for debt charges includes principal and interest payments made on debentures and interest on capital fund as follows:

	2001	2000
Principal payments on debentures (including contribution to sinking fund)	$ 2,630,000	$ 2,515,000
Interest payments on debentures	5,506,000	5,509,000
Interest on capital fund	536,000	751,000
	$ 8,672,000	$ 8,775,000

In addition, the Revenue Fund expenditures include principal and interest payments made on the capital leases totaling $3,352,000, (2000 - $3,502,000).

7. ENVIRONMENTAL OBLIGATIONS

The Board, through its Plant Services Department, regularly reviews its obligations with respect to environmental matters. At August 31, 2001, the Board estimates the future cost of its environmental obligations to be $2,900,000 (2000 - $3,600,000). In accordance with the Board's accounting policy, expenditures for environmental matters are recorded in the year in which they occur.

8. PENSION PLAN COSTS

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees' Retirement System, which is a multi-employer final average pay contributory plan. Employer contributions made to the plan during the year by the Board amounted to $208,000 (2000 - $294,000). Those amounts have been included in the Revenue Fund Statement of Operations. In August 1998, a financial management proposal was approved by the OMERS Board in response to the growth of the plan surplus. One element of the proposal was a contribution holiday, whereby member and employer contribution rates remain at 0% until June 30, 2002, unless the annual review of the plan surplus indicates otherwise. The contributions for the year ended August 31, 2001 represent supplementary plan remittances.

Not shown in the financial statements of the Board are the employer's contributions to the Teachers' Pension Plan. The funding for such is provided directly by the Provincial Government.

9. JOB ACTION

The Board experienced a seventeen day strike/lock-out with Elementary Teachers in 2000/2001. This has resulted in net savings to the Board of approximately $9,333,000; calculated in accordance with Ontario Regulation 486/98. The grants for 2000/2001 have been reduced by the amount of these net savings.

10. ONTARIO SCHOOL BOARD INSURANCE EXCHANGE

The Board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. The membership period is for five years, ending December 31, 2001.

11. TRUST FUNDS

Trust funds for the teacher funded leave under the "four over five" plan and not reflected on these financial statements, amount to $790,000, (2000 - $670,000). Trust funds for student awards administered by the Board were transferred by Board motion to The Hamilton-Wentworth District School Board Foundation in May 2000. At the time of transfer, the trsut fund for awards amounted to $89,000.

12. SALARY NEGOTIATIONS

At August 31, 2001, salary or wage agreements with respect to the period commencing September 1, 2001, were not settled for the following bargaining units:

Conditions of Employment for Principals and Vice-Principals
O.S.S.T.F. – English as a Second Language Instructors
O.S.S.T.F. – Office, Clerical and Technical Bargaining Unit, (O.S.S.T.F. – O.C.T.U)
Professional Student Services Personnel, (P.S.S.P.)
Office and Professional Employees International Union, (O.P.E.I.U. – Educational Assistants)
Laborers' International Union of North America, (L.I.U.N.A.)

Appendix B

The Hamilton-Wentworth District School Board
2000/2001 Surplus (Deficit) Schedule

Expenditure Category	Net Surplus (Deficit)
Teachers	(2,124,142)
Educational Assistants	611,279
Professionals & Para-Professionals	188,893
Supplies, Computers, Staff Development	346,113
School Administration	(1,220,076)
Continuing Education	(31,876)
Board Administration & Governance	387,922
Transportation	225,316
School Operation	(1,606,762)
School Renewal	0
New Pupil Places	0
Debt Charges	0
Other Non-operating	0
Working Reserves and Reserve Funds	0
Total Net Surplus (Deficit)	**(3,313,333)**

#4

Committee of the Whole: Open
Monitoring Report: Resource Allocation

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Finance
Lucy Veerman, Manager of Budget

Date: January 14, 2002

Re: 2001/2002 Financial Report – November 30, 2001

Monitoring Statement:

Budget to actual trends that have been identified to date are outlined on page two of the report.

Rationale:

The attached report identifies expenditures, commitments and revenues as of November 30, 2001.

The Hamilton-Wentworth District Scool Board
2001/2002 Financial Reporting

		Budget 2001/2002	Actuals 2001 11 30	% of Budget	Notes
Expenditures					
CLASSROOM					
Classroom Teachers/Library/Guidance	$	193,009,830	60,082,822	31.1%	
Occasional Teachers		4,763,035	1,919,015	40.3%	1
Educational Assistants		12,355,175	3,343,279	27.1%	
Classroom Computers		3,258,526	615,249	18.9%	
Textbooks and Supplies		12,522,202	3,424,565	27.3%	
Professionals and Para-Professionals		6,536,844	1,559,665	23.9%	
Staff Development		786,261	259,206	33.0%	
		233,231,873	71,203,801	30.5%	
NON-CLASSROOM					
Co-ordinators and Consultants		2,588,575	811,044	31.3%	
Teacher's Preparation Time		21,393,609	6,664,624	31.2%	
Principals & Vice-Principals		16,994,806	5,212,972	30.7%	
Department Heads		608,536	196,736	32.3%	
School Office		8,798,449	2,324,730	26.4%	
Continuing Education		2,654,260	398,775	15.0%	
		53,038,235	15,608,881	29.4%	
BOARD ADMINISTRATION & GOVERNANCE					
Trustees		125,850	18,206	14.5%	
Directors & Supervisory Officers		1,472,015	334,794	22.7%	
Board Administration		9,827,294	2,615,421	26.6%	
		11,425,159	2,968,421	26.0%	
TRANSPORTATION					
Pupil Transportation		10,619,306	3,770,375	35.5%	
PUPIL ACCOMMODATION					
Operations & Maintenance		37,883,165	8,667,494	22.9%	
School Renewal		6,823,796	5,393,414	79.0%	
New Pupil Places		510,000	0	0.0%	
Other Capital and Approved Debt		11,148,240	1,136,377	10.2%	
		56,365,201	15,197,285	27.0%	
Total Expenditures	$	364,679,774	108,748,763	29.8%	
Revenues					
Student Focused Funding - Legislative Grants	$	366,004,774	100,485,918	27.5%	2
Miscellaneous Revenue		1,675,000	669,425	40.0%	
Prior Year's Deficit		(3,000,000)	(3,313,333)	110.4%	3
Total Revenues	$	364,679,774	97,842,010	26.8%	

The Hamilton-Wentworth District School Board

2001/2002 Financial Reporting

Notes To Financial Information

November 30, 2001

Note 1

Actual expenditures as of November 30, 2001 represent 40.3 % of the occasional teacher budget. Over the past several years, actual expenditures for occasional teacher usage have exceeded the budget. We will continue to monitor the occasional teacher usage over the next several months.

Note 2

The enrolment summary report for October 31, 2001 reflects a reduction in actual enrolment versus projected enrolment. Although the decrease in enrolment will result in a reduction in operating grants, the annualized impact cannot be finalized until March 31, 2002. Staffing at the secondary schools will be adjusted for second semester to compensate for the anticipated reduction in grants.

Note 3

The actual deficit for the year ended 2000/2001 is $3,313,333. The 2001/2002 budget included a projected prior year's deficit of $3,000,000. This difference of $313,333 will be included as part of the 2001/2002 projected year end forecast.

#6

The Hamilton-Wentworth District School Board

Memorandum

DATE: **January 14, 2001**

TO: **Merv Matier, Director Of Education**

FROM: **Executive Council**

RE: **Early Dismissal Days To Support Literacy In-service**

RECOMMENDED ACTION:

Moved by_____that the Hamilton-Wentworth District School Board conduct two literacy in-service sessions for all teachers on a shared-time basis between February and June 2002 and that students be dismissed from school one and one-half hours earlier than the regular dismissal time on the two days designated for this purpose.

1.0 BACKGROUND INFORMATION

1.1 The Literacy Focus

The Board's Strategic Directions set clear goals with regard to student performance. One of our goals is to provide in-service focusing on literacy. Literacy will be a major initiative in our school improvement planning process and fits well with the introduction of the School Accountability Portfolio.

With the adoption of a 3% target for improvement in Grade 3 and 6 EQAO assessment results in reading for 2002, the Board has adopted a literacy focus.

There is a major focus on literacy in Secondary School Reform, specifically as it relates to the Ontario Secondary School Literacy Test (OSSLT) and graduation requirements.

The focus on literacy is not just to increase student performance but to also focus on the teaching and learning of literacy skills and techniques. Teachers teach literacy skills, which include reading, writing, listening and speaking, to help students manage and communicate information.

1.2 System Activities To Date

To align with the literacy focus at the elementary and secondary level, the following have taken place or are underway:

- K to 8 Literacy Guidelines have been develcped to provide overall direction to schools and teachers regarding the most effective ways to teach and assess literacy. Principals have been in-serviced on this document and the Ontario Curriculum (OC) Team is developing a plan for system in-service of the teaching staff. The provision of in-service for all elementary teachers will require many hours of awareness sessions and workshops.
- First Steps professional development training in literacy has seen the training of the OC Team members, the Learning Opportunities teachers and over 20 classroom teachers as First Steps tutors who can lead school staffs in intensive training. Further training is being planned and requires a minimum of 10 hours.
- Pilot projects related to "best practices" in literacy assessment and intervention for at risk students in the junior and intermediate grades are underway with all schools providing baseline data upon which to measure success. These pilots require in-service and training.
- The OC Team has been focused on literacy. While still retaining responsibility for initiatives in other subject areas such as mathematics, and French, the consultants devote most of their time and energy to literacy. The OC Team is working closely with the Instructional Services Department to ensure a unified front on literacy issues and a concerted effort.
- At the secondary level schools have developed action plans for improvement to address the results of the literacy test. The plans include the addition of some new school-based programs to support higher achievement for grade 9 students as well as those grade 10 students who were unsuccessful on the test.
- At the system level, the STEP program was expanded this past summer to include 12 secondary schools. After school programs were designed to provide remedial support in literacy and to introduce students to a variety of test taking strategies. The recent Literacy Fair enabled teachers to see new literacy materials. In January 2002 a new literacy initiative for middle and secondary level students will be launched in partnership with the Hamilton Spectator.

1.3 Ministry Initiatives Related to Literacy

The Ministry has announced an Early Reading Strategy, which is designed to improve student performance as measured by the annual EQAO assessments. This strategy has three components:

- Additional funding for JK – 3 learning resources
- Directed support to sixteen low performing schools (based on EQAO results) across the province. Prince of Wales is the HWDSB selected site.
- Requirements that all JK – 3 schools set improvement targets for their students for the 2002, 2003 and 2004 EQAO assessments. This initiative will involve massive training for principals and primary teachers plus the purchase of a consistent assessment instrument to track student improvement in reading from JK to Grade 3. This initiative will create additional stress on staff through the planning and implementation required to in-service to ensure the Ministry mandate is fulfilled. Release time train-the- trainer in-service will be provided for each administrator and an average of two teachers per K to 3 school. Additional school level training for the remaining school staff must then be undertaken.

At the secondary level both the STEP and the After School Program are funded through Continuing Education Grants to support higher achievement

The OSSLT, which was initiated through EQAO provided a train-the trainer model of in-service. Each secondary school was required to in-service staff on preparation and administration strategies and techniques. Literacy will be tied into Phase 7 training and there needs to be more in-depth approach if all subject teachers are to focus on literacy in their subject discipline.

2.0 Proposal and Rationale

2.1 Co-ordination In-service

The dates of the early dismissal would be in late March and early April.

Schools with the same dismissal times would have the opportunity to work together where appropriate. This would be subject to the approval of the appropriate superintendent.

2.2 Organization of In-service

School principals working with trained staff (including consultants, Learning Opportunities teachers, in-school tutors, primary teachers who have attended the Early Strategies Sessions, and other school based personnel with expertise in literacy) would be responsible for organizing and delivering the in-service related to one or more of the following:

- The Early Reading Strategies
- EQAO Action Plans
- The Literacy Guidelines
- First Steps

- Subject discipline based sessions
- School based sessions with a "whole school" focus

In a secondary school each period can be shortened so that students have all their classes on an early dismissal day. Elementary schools will adjust their schedules in a grade appropriate manner.

2.3 Communication of Information

The assembly of School Councils Executive supports the concept of early release time for schools to provide professional development on literacy. The Executive expressed some concerns related to timing, communication and loss to instructional time.

Both the elementary and secondary principals groups support the use of early dismissals. The teachers' federations were also consulted and support the concept.

Parents must receive an explanation of the need for the release time and a great deal of advance notice of the dates. Each school will be provided with a newsletter to be sent home with students giving parents/guardians ample notice of the dates of the early release days. Notice will also be placed on the Board's website. Schools will be encouraged to send home multiple notices using their school newsletter.

2.4 Transportation

Students will be dismissed one and a half hours earlier than their regular dismissal time. Transportation will run as usual but will be moved up one and half hours from the end of the school day. There will be no additional cost to the Board.

2.5 The Use of Early Dismissals Across the Province

Many School Boards across the province are using early dismissals to provide time for teachers to engage in curriculum projects in a collaborative manner. The Hamilton-Wentworth Catholic District School Board has four early dismissal days planned for this school year. The Grand Erie District School Board also uses four early dismissal days. The Waterloo Region Board has six early dismissal days. The Niagara Region Board has two early dismissal days and the Thames Valley Board has three days.

2.6 Future Directions

The necessity for Early Dismissal days will remain as long as the Ministry continues to limit the number of professional activity days to four and the number of Ministry initiatives continues to proliferate. At both the elementary and

secondary level, professional activity days are consumed by other required activities such as parent interviews and end of semester completion, leaving little or no time for work on program related projects.

We anticipate that besides the Early Reading Strategy the Ministry will require Boards to in-service teachers on a number of new initiatives.

The literacy focus will provide significant leverage in stressing the importance of integrating literacy in all subject areas and in providing some time for teachers to get together to address similar needs and work on new initiatives. Our teachers have invested heavily in literacy and these early dismissal days will affirm their work.

#7

The Hamilton-Wentworth District School Board

MEMORANDUM

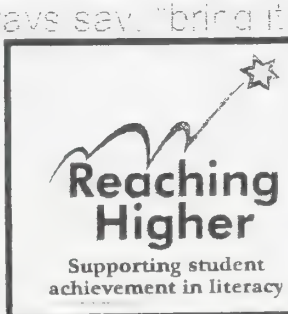
To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Re: Grade 7 Summer School Pilot
Date: December 14, 2001

RECOMMENDED ACTION:

Moved by _____ seconded by _____ that The Hamilton-Wentworth District School Board receive the report of the Grade 7 Summer School Pilot and support the expansion of the program in the summer of 2002 within available resources.

A pilot Summer School program of eight sites serving 250 Grade 7 students operated in August 2001. The success of the program is outlined in the attached report. Accordingly the Board will be offering the program again in the summer of 2002, hopefully in a more expanded version, provided that Ministry funding remains constant. The aim of the expansion will be to provide additional sites to improve the geographical accessibility for more students within the jurisdiction of the Board.

• I learned a lot over this past 2 weeks and it will really help me in grade 8 and I liked the maths • Every thing because it thought me more and it gave me a chance in grade • Everything was the best...Meeting new people all the realizations that homework needs to be done • The way we learned because I understood it better • I liked the math as the best part because it was fun as a review and I am ready to go to grade 8 and always say, "bring it on" • I learned that I could do the math if I set my mind to it



Grade 7 to 8
Summer School Pilot
Summer Report

learned a lot more in mathematical questions Before. I couldn't do fractions. now I'm a great at it • That I understand Math better than I thought I did • I learned I could do the work only if I pay attention and follow directions • I learned school can be fun if you get your work done on time • That I didn't know some things that I thought I knew And that going to school during the summer is harder to wake up • That I am not stupid I am just lazy • I learned that I could do my homework every night I can also be more organized • I learned that I could do the work if I paid attention in class and I did my work that's all I need to do • I learned that I need to be more responsible with my homework and my planner • I learned that I can do much better in class if I ask questions and listen • I learned that I can ask for help if I need help not to be afraid for asking help it will help me better for the work that I do • I learned that if you listen and ask questions you understand more • I'm can be smarter than I snow in class • That I can stay organized • I can do anything if it want to • I can do it if I pay attention real hard • That I can do anything if I put my mind to it • I learned that no matter what it is, with practice I can do it • I learned that I have a good imagination! And I can organize well "if I try" • I learned I can do the work if I try and all I have to do is concentrate • I learned that I'm smarter then I thought I was • I learned that I can accomplish things if I work hard • I learned I am capable of succeeding • I learned that if I try hard enough in grade eight I will achieve my goals • I learned that I can achieve anything as long as I put my mind to it

7-2

Reaching Higher
Supporting student achievement in literacy

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Reaching Higher
Supporting student achievement in literacy

Grade 7 to 8 Summer School Pilot Summary Report

Executive Summary of Grade 7 to 8 Summer School Pilot and Recommendations

As part of the Supports for Higher Achievement initiative, HWDSB piloted a Grade 7 to 8 summer school program in August 2001. The program was modelled after the successful Grade 8 to 9 STEP Transition program, which was piloted in the Board the previous summer. The target audience was students working consistently at Level 1 and 2, and who would benefit from focused instruction in Literacy, Numeracy and Organizational Skills. The program ran during the weeks of August 13 - 17, August 20 - 24. The August dates were selected in order to create a bridge between summer holidays and the regular school year to help students access prior knowledge, to help improve on their own skills and get into the frame of mind for the up-coming school year. The program had a total of 30 hours of instruction, which was broken into 3 hours every morning.

The response to the program from parents, teachers, administrators and students has been extremely positive. The anecdotal comments from the student questionnaire were especially powerful *(a sample of which is found on the cover of this report)* and suggest that within a short amount of time (30 hours) we were able to have an impact on students' academic skills and on their perception of themselves. Within the first term of grade 8, homeroom teachers reported improvements in these areas for those students that participated in the summer school program. While it is unrealistic to expect all academic or perceptual difficulties to be addressed in a 10-day period it is evident that the program had a positive effect on the students that participated.

Recommendations

- **Provide longer timelines to ensure that summer school teachers and administrators have all of the necessary information re students attending the program.** *Schools received application forms in late May, with a short timeline to return applications. This timeline was unfortunate but unavoidable, as the Board did not receive information regarding additional Ministry funding until this time. The additional funding enabled a paid on-site administrator for each location.* Longer timelines will ensure that home schools have an adequate amount of time to inform parents and students about the program and complete application forms. Additional sections will also be included on the application form to increase the amount of information summer school sites have about the students attending the program (i.e., parental support, possible conflicts between students being sent, etc.)

- **Provide longer timelines to alleviate the problem of incomplete student applications.** Due to the short timelines of the application process *(see recommendation #1 for Ministry influence on timelines)* home schools were not always able to provide complete profiles on students' current academic and learning skills. This created problems in determining whether students were suitable for the program. It also made it difficult for the summer school teacher to determine what level his/her class was working at prior to the session commencement. Longer timelines will ensure that home schools have an adequate amount of time to inform parents and students about the program and fully complete application forms.

Recommended Timelines for the Summer 2002 program:

⇒ Initial information about the program to schools to arrive before Term 2 report card process - *Early March*

⇒ Application deadlines - *May 31*

⇒ Confirmation to schools and parents - *month of June*

- **Increase the number of locations offered throughout the system.** Parents indicated they would like to see a wider variety of sites offered within the HWDSB area. Some of our students accessed sites far from their home school because closer sites were full.

- Based on last year's enrolment it will be necessary to find locations particularly in the City Mountain, Lower City, Linc area, east and west areas of the district. Enrolment was particularly heavy on the City Mountain, Lower City, and in the east area of the Board. HWDSB should endeavour to find sites with air-conditioned rooms, if available. Temperature was not a major factor in the Summer of 2001 but it was a particularly cool 2-week period; however, by 11:00 am classrooms without air did get quite warm. In the event of a hot summer, it would be difficult to run an effective program in a non air-conditioned site.

- **In order to reduce the cost of on-site administrators, sites should operate with at least 2 classes.** It is not financially viable to run summer school sites with only one class of students, as the Ministry funding does not adequately cover administrative costs for many small sites. However, when sites had two classes there was enough money generated to cover the cost of the administrator salary. Therefore we are recommending that all sites should have at least 2 classes in order to run.

- **Maintain small site budgets to address group dynamic issues.** Individual sites used their small site budgets for some refreshments on particularly hot days (there was no air conditioning in most of the sites), and for incentive programs. The group dynamics of each of the sites varied from sites having all of their own home school students to having students from over eight different schools come together in one setting. Teachers and administrators were creative in their approaches to make a cohesive group in a short time period. Flexibility of site budgets and additional funding for these projects is *essential* to the program's success.

- **Increase communication with parents regarding program expectations.** Provide a standard "first-day" letter, outlining the goals of the program, expectations, the use of the daily agendas, and the learning activities that will occur over the course of the summer school including the last day report card and parent questionnaire.

- **Ensure that students come prepared with appropriate materials.** Include with the letter of acceptance to summer school a list of recommended materials

- **Increase the length of the summer school day to include a drop-in period, or informal "break" time.** Many students arrived early and stayed late so that they could have additional assistance from their summer school teacher. Increasing the length of the summer school day would allow the teachers to be paid for more of the time that they actually put into the program, as the Ministry funding only pays for the amount of time the teachers have contact with students. Teachers' planning time and time involved in the evaluation and reporting process cannot be considered. *This is a challenging program to teach because of the nature of the students. They require constant redirection, encouragement and often require one-to-one assistance.*

Program Overview

The program ran during the weeks of August 13 - 17, August 20 - 24. The August dates were selected in order to create a bridge between summer holidays and the regular school year to help students access prior knowledge, to help improve on their own skills and get into the frame of mind for the up-coming school year. The program had a total of 30 hours of instruction, which was broken into 3 hours every morning.

The program was appropriate for:

- Students who achieved Level 1 or 2 on their Grade 7 report card, and that were working within 1-2 grade levels of the appropriate grade level.
- Students had to either be promoted to grade 8 or placed in grade 8, they could not be repeating grade 7 in the 2001-2002 school year

In general, the program was not appropriate for:

- Students who were a) Identified and/or b) on an IEP working several grade levels below since the learning gaps these students have could not be addressed in such a short time span.
- Students with behavioural problems and/or attendance issues

Students who participated

- 250 students total
- Students from 35 different schools attended the 8 locations (for a list of home schools that had students participate in the program *see Appendix A)*

Attendance

- Average absence rate was less than one day
- Average late rate was less than one day

Student selection

- Teachers nominated students they thought would benefit from the program, and who met the program criteria
- Parents were then approached with the idea of their child attending summer school. Parental support was mandatory to ensure that students attended on a daily basis (funding is tied directly to student attendance) and to ensure that homework was completed regularly
- Schools received application forms in late May, with a short timeline to return applications. This timeline was unfortunate but unavoidable, as the Board did not receive information regarding additional Ministry funding until this time. The additional funding enabled a paid on-site administrator for each location. We felt strongly that in order for the program to work effectively, each site needed an administrator on-site. Administrators followed-up on student absences, parent concerns, necessary paperwork, and any discipline issues allowing the classroom teacher to focus on student instruction.

Locations

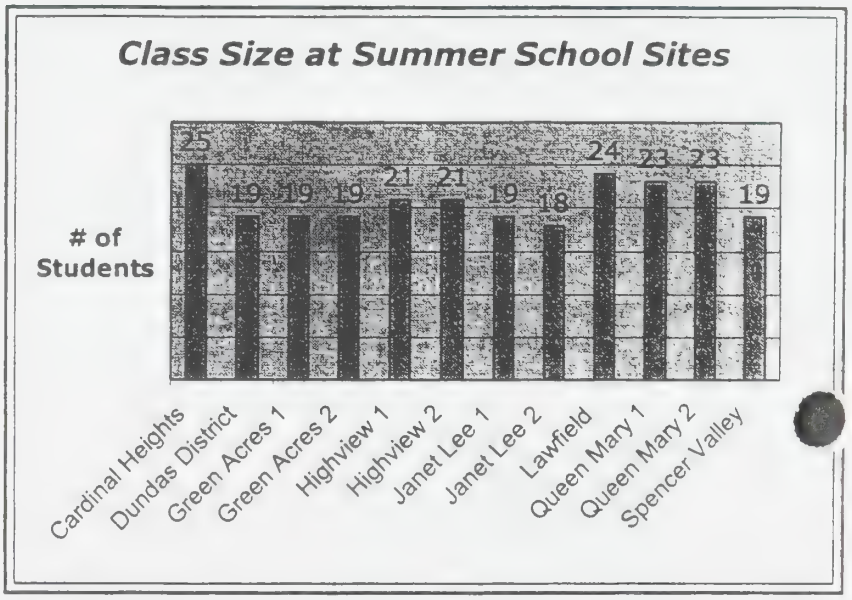
- The original pilot plan was to offer 4 sites evenly distributed throughout the Board (Ancaster/Dundas, Mountain, City Core, and Stoney Creek). Principals were asked indicate to interest in either a) hosting the program at their site and/or b) being an on-site administrator for the program.

- Eight schools indicated interest in hosting the program. Student application forms listed the eight sites, indicating that the availability of the site was dependent on the student enrolment. Sufficient enrolment allowed that all eight sites ran, with four sites running two classes. A number of locations had waiting lists; all of these students were accommodated after the first day of classes.

Grade 7 to 8 Summer School Pilot Sites 2001			
1. Spencer Valley	1 class	5. Highview	2 classes
2. Dundas District	1 class	6. Janet Lee	2 classes
3. Lawfield	1 class	7. Green Acres	2 classes
4. Cardinal Heights	1 class	8. Queen Mary	2 classes

Class Size

- A class size of 20 was ideal, in order to ensure adequate funding for teacher salary even with student absences
- Sites that had a waiting list were able to accommodate those students after the first day of class
- The program was available to all students within the Hamilton-Wentworth area. Two of the 250 students who accessed the program came from the private education system.
- Transportation to the school was the student/parent's responsibility. A limited amount of funding was available to assist with transportation costs, but was not enough to cover the cost of transportation for such a large geographical area.



Timing

- Based on the overwhelming positive feedback from the STEP (Grade 8 to 9) Transition Program that ran in the month of August it was decided to also run the elementary summer school during this time. The program ran during the weeks of August 13 - 17, and August 20 - 24, to avoid conflicts with the Summer Institute sessions as well as the busy "back to school" time of the last week of August when most elementary teachers are preparing for the upcoming school year.
- The August time frame also allowed students to have a much needed break and avoided conflicts with teacher's AQ courses and/or EQAO marking
- The program had a total of 30 hours of instruction, which was broken into 3 hours per day
- Sessions ran in the morning hours. Start times varied from 8:15 a.m.- 8:30 a.m. determined by the site personnel

Teaching focus

- Intermediate teachers, a consultant and an administrator designed a comprehensive curriculum package over a 4-day period in the summer
- The curriculum was designed to:
    - Review and reinforce key Numeracy, Literacy and Learning Skills

- Reinforce the explicit teaching of skills, the importance of breaking skills into manageable chunks that students can practise and apply in a new context, the modelling of self-talk when going through a process and the use of appropriate and accurate vocabulary
- The importance of remaining on task, completing work and managing their time and materials was reinforced through the lessons; as well as the daily agenda in which students recorded homework and reminders of what to bring for the next day

- The curriculum was designed to be inclusive requiring a minimum of preparation time, however, summer school teachers were encouraged to change teaching strategies to meet the learning needs of their students and their own particular teaching style and strengths
- The content was selected to be suitable for students who achieved Level 1 or 2 on their Grade 7 report cards. Teachers were encouraged to modify the program so that students met with success and so that the experience increased students' academic skills and their perception of themselves as learners

Feedback

Questionnaires were completed by the students, teachers and administrators who participated in the program and by the parents of the students. Follow-up questionnaires were sent to students' home schools in late October to gather information on the impact of the summer school on students' skills.

Parent Questionnaire

The parent questionnaires were sent home with student report cards on the last day of class with a stamped return envelope to return the questionnaire data to the Board. Approximately 50% of the questionnaires were returned.

- 87% rated the Summer School program good to excellent
- The same number rated the program as good to excellent at providing a bridge between grade 7 and grade 8, as well as increasing students' self-confidence about themselves as a learners
- 71% rated the program good to excellent at developing effective time management, personal organization and study skills
- 94% rated the August dates as good to excellent
- Over 95% reported they would consider having their child participate in a future summer school project

Parents were also asked to share any anecdotal comments on the questionnaire.

- Many expressed their pleasure at having such a program available to them and their child
- The high quality of instruction and dedication of the teachers were noted
- Parents felt that the program should be offered for all of Hamilton and surrounding areas

Overall the feedback from parents was overwhelmingly positive about the program. Both teachers and parents highlighted the need for a standard first day letter outlining the goals and expectations of the program.

Recommendations that arose from the Parent Questionnaire

- **Increase the number of locations offered throughout the system.** Parents indicated they would like to see a wider variety of sites offered within the HWDSB area. Some of our students accessed sites far from their home school because closer sites were full.

- Based on last year's enrolment it will be necessary to find locations particularly in the City Mountain, Lower City, Linc area, east and west areas of the district. Enrolment was particularly heavy on the City Mountain, Lower City, and in the east area of the Board. HWDSB should endeavour to find sites with air-conditioned rooms, if available. Temperature was not a major factor in the Summer of 2001 but it was a particularly cool 2-week period; however, by 11:00 am classrooms without air did get quite warm. In the event of a hot summer, it would be difficult to run an effective program in a non air-conditioned site.

- **Increase communication with parents regarding program expectations.** Provide a standard "first-day" letter, outlining the goals of the program, expectations, the use of the daily agendas, and the learning activities that will occur over the course of the summer school including the last day report card and parent questionnaire.

Feedback from Parent Questionnaire			
1.	Reflecting upon conversations you had with your son/daughter, how would you rate the Summer School program?	POOR SATISFACTORY GOOD EXCELLENT	0% 11% 52% 35%
2.	One of the goals of the Summer School program is to provide a necessary bridge between grade 7 and grade 8, as well as increasing students' self-confidence about themselves as a learner. Please evaluate the program in this regard.	POOR SATISFACTORY GOOD EXCELLENT	0% 11% 52% 35%
3.	In order to ensure success in grade 8 students must develop effective time management, personal organization and study skills. Please evaluate the program in this regard	POOR SATISFACTORY GOOD EXCELLENT	<1% 28% 48% 23%
4.	The Hamilton-Wentworth District School Board program is unique in part because it is scheduled for the last two weeks of August. How would you rate the timing of this program?	POOR SATISFACTORY GOOD EXCELLENT	<1% <1% 32% 62%
5.	If a similar program were offered in the future, would you consider having your son/daughter participate?	POOR SATISFACTORY GOOD EXCELLENT	0% <1% 18% 77%

Teacher /Administrator Questionnaire

The teacher/administrator questionnaires were completed on the last day of the program. All of the questionnaires were returned.

- 89% rated the Summer School program good to excellent
- 72% rated the program as good to excellent at providing a bridge between grade 7 and grade 8, as well as increasing students' self-confidence about themselves as learners
- 77% rated the program good to excellent at developing effective time management, personal organization and study skills
- 100% rated the August dates as good to excellent
- 100% reported that they would consider having their students participate in future programs

Overall the feedback from teachers and administrators who participated in the program was overwhelmingly positive about the program. Both teachers and parents highlighted the need for a standard first day letter outlining the goals and expectations of the program. The recommendations teachers made regarding the curriculum package will be considered when the package is revised for this year's program.

Recommendations that arose from the Teacher / Administrator Questionnaire

- **Provide longer timelines to ensure that summer school teachers and administrators have all of the necessary information re students attending the program.** *Schools received application forms in late May, with a short timeline to return applications. This timeline was unfortunate but unavoidable, as the Board did not receive information regarding additional Ministry funding until this time. The additional funding enabled a paid on-site administrator for each location.* Longer timelines will ensure that home schools have an adequate amount of time to inform parents and students about the program and complete application forms. Additional sections will also be included on the application form to increase the amount of information summer school sites have about the students attending the program (i.e., parental support, possible conflicts between students being sent, etc.)

- **Provide longer timelines to alleviate the problem of incomplete student applications.** Due to the short timelines of the application process *(see recommendation #1 for Ministry influence on timelines)* home schools were not always able to provide complete profiles on students' current academic and learning skills. This created problems in determining whether students were suitable for the program. It also made it difficult for the summer school teacher in determining what level his/her class was working at prior to the session commencement. Longer timelines will ensure that home schools have an adequate amount of time to inform parents and students about the program and fully complete application forms.

  Recommended Timelines for the Summer 2002 program:
  - ⇒ Initial information about the program to schools to arrive before Term 2 report card process - *Early March*
  - ⇒ Application deadlines - *May 31*
  - ⇒ Confirmation to schools and parents - *month of June*

- **Maintain small site budgets to address group dynamic issues.** Individual sites used their small site budgets for some refreshments on particularly hot days (there was no air conditioning in most of the sites), and for incentive programs. The group dynamics of each of the sites varied from sites having all of their own home school students to having students from over eight different schools come together in one setting. Teachers and administrators were creative in their approaches to make a cohesive group in a short time period. Flexibility of site budgets and additional funding for these projects is *essential* to the program's success.

- **Increase communication with parents regarding program expectations.** Provide a standard "first-day" letter, outlining the goals of the program, expectations, the use of the daily agendas, and the learning activities that will occur over the course of the summer school including the last day report card and parent questionnaire.

- **Ensure that students come prepared with appropriate materials.** Include with the letter of acceptance to summer school a list of recommended materials

- **Increase the length of the summer school day to include a drop-in period, or informal "break" time.** Many students arrived early and stayed late so that they could have additional assistance from their summer school teacher. Increasing the length of the summer school day would allow the teachers to be paid for more of the time that they put into the program, as the Ministry funding only pays for the amount of time the teachers have contact with students. Teachers' planning time and time involved in the evaluation and reporting process cannot be considered. *This is a challenging program to teach because of the nature of the students. They require constant redirection, encouragement and often require one-to-one assistance.*

Feedback from Teacher / Administrator Questionnaire			
1.	Reflecting upon conversations you had with your students, how would you rate the Summer School program?	POOR SATISFACTORY GOOD EXCELLENT	0 % 11% 78% 11%
2.	One of the goals of the Summer School program is to provide a necessary bridge between grade 7 and grade 8, as well as increasing students' self-confidence about themselves as a learner. Please evaluate the program in this regard.	POOR SATISFACTORY GOOD EXCELLENT	0 % 28% 55% 17%
3.	In order to ensure success in grade 8 students must develop effective time management, personal organization and study skills. Please evaluate the program in this regard	POOR SATISFACTORY GOOD EXCELLENT	11 % 11% 55% 22%
4.	The Hamilton-Wentworth District School Board program is unique in part because it is scheduled for the last two weeks of August. How would you rate the timing of this program?	POOR SATISFACTORY GOOD EXCELLENT	0 % 0 % 28% 72%
5.	If a similar program were offered in the future, would you consider having your students participate?	POOR SATISFACTORY GOOD EXCELLENT	0 % 0 % 28% 72%

Student Questionnaire

The student questionnaires were completed on the last day of the summer school program. All of the questionnaires were returned. Questionnaire data was anecdotal therefore the results listed below represent the common themes or topics in students' replies.

- The two major goals of this program were to increase academic skills and to increase students' self-confidence in themselves as learners. Students' top two answers to "What did you learn about yourself in this program?" show that we did achieve those goals (sense of self 37%, academic skills 31%)
- Students indicated they would use the information they gained from the Summer School program by referring back to their notes (56%) and improved general learning skills (28%)
- Students clearly enjoyed the learning tasks - the top two answers to the question "What was best in the program?" were Math activities (26%) and Language activities (16%)
- The teachers of the program made a significant impact on the students. Student comments indicated how approachable their teachers were, how much time spent on making tasks manageable and meaningful to students and how students made meaningful connections to their teachers in a short amount of time

- Students enjoyed the program - 50% would change nothing about it - "it was perfect"; however those who want changes want a later start time (23%). The early morning start worked well for parents dropping students off on their way to work, as there was no transportation available.
- An overwhelming 83% would recommend the program to other students. Of those who would not, reasons varied from "getting up too early", "I don't know how dumb my friends are", "I want the program all to myself", and "I didn't learn anything".

The anecdotal comments from the student questionnaire were especially powerful *(a sample of comments is found on the cover of this report)* and suggest that within a short amount of time (30 hours) we were able to have an impact on students' academic skills and on their perception of themselves.

The follow-up questionnaire supports the data from the students. Within the first term of grade 8, homeroom teachers reported improvements in students' academic skills and on their perception of themselves. While it is unrealistic to expect all academic or perceptual difficulties to be addressed in 10-day period it is evident that the program had a positive effect on the students that participated.

Feedback from Student Questionnaire			
1.	What did you learn about yourself in this program?	Sense of Self	37%
		Academic skills	31%
		Secrets of success / Organizational skills	10%
		Work habits	9%
		Nothing	7%
		How to Listen	6%
2.	How will you use this information in grade 8?	Referring back to Summer school notes	56%
		General learning skills	28%
		Confidence in skills	7%
		General study skills	5%
3.	What was the best part about the program? Why?	Math skills	26%
		Language skills	16%
		Teachers making a difference	15%
		Incentive programs	13%
		Meeting new people	3%
4.	What would you change about the program? Why?	Nothing - it is perfect	50%
		Make it start later	23%
		More breaks	13%
		Other	7%
		Add more	3%
5.	Would you recommend this program to another student? Why or why not?	Yes	83%
		Maybe	5%
		No	13%

Follow-up Questionnaire

The follow-up questionnaires were sent home in late October to collect information on how summer school students performed in first term as well as the home school's opinion on how the program benefited the student. We requested that the homeroom teacher complete the questionnaire with a reminder that in order to answer some of the questions it might be necessary to confer with last year's teacher(s), teacher advisor and/or administrator as well as the student. Approximately 60% of the questionnaires were returned.

- Home school reported that **over half** of the students' self-confidence in themselves as a learner, and their self-esteem as improved to much improved, (56% and 58%)
- 92% of summer school participants are currently using an agenda
  - 22% of students required **much** support to use their agenda
  - 60% required **little** to **some** support (25% - 35%)
  - 7% required no support
- More than half of the students' organizational skills were rated as improved to much improved (56%)
- Almost two thirds of the students' task completion skills were rated as improved to much improved (65%)

- 74% of home school teachers rated the timing of this program as good to excellent

Academics

In the first term of Grade 8 - the percentage of students rated as working in Levels 2 or 3...

- 74% in Reading and Writing
- 74% in the Numeracy & Number Sense strand
- 60% in the Data Management & Probability strand
- 57% in the Geometry & Spatial Sense strand
- 48% in the Data Management & Probability strand

The majority of students are working at or approaching grade level in first term. While this pattern may not remain for the rest of their grade 8 year, it does support that the summer school program was able to provide a necessary "head start" for these students.

Feedback from the Follow-up Questionnaire			
1.	How would you rate this student's self-confidence as a learner? (Use recent conversations with student, information from last year's teacher(s), administrator, etc.)	LESS CONFIDENT	<1%
		NO IMPROVEMENT	41%
		IMPROVED	53%
		MUCH IMPROVED	3%
2.	How would you rate this student's self-esteem? (Use recent conversations with student, information from last year's teacher(s), administrator, etc.)	LESS	1%
		NO IMPROVEMENT	39%
		IMPROVED	57%
		MUCH IMPROVED	1%

3. In order to ensure success in grade 8 students must develop effective time management, personal organization and study skills. Please evaluate the program in this regard		
a) In your school, are all of your students required to have an agenda?	YES	100%
	NO	0%
b) Is the student currently using an agenda?	YES	92%
c) If yes, the student is using their agenda with:	MUCH SUPPORT	22%
	SOME SUPPORT	35%
	LITTLE SUPPORT	24%
	NO SUPPORT	7%
4. How would you rate his/her organizational skills? (Use recent conversations with student, information from last year's teacher(s), administrator, etc.)	LESS	2%
	NO IMPROVEMENT	40%
	IMPROVED	54%
	MUCH IMPROVED	2%
5. How would you rate his/her task completion? (Use recent conversations with student, information from last year's teacher(s), administrator, etc.)	LESS	2%
	NO IMPROVEMENT	29%
	IMPROVED	58%
	MUCH IMPROVED	7%
6. Most summer school programs run in the month of July. The Hamilton-Wentworth District School Board ran mid-August. How would you rate the timing of this program?	POOR	0%
	SATISFACTORY	20%
	GOOD	46%
	EXCELLENT	28%

Given the very limited assessment data you have on this student thus far, you would you assess his/her current skills as a Grade 8 student in first term?

	Level 1	Level 2	Level 3	Level 4	Not enough data
Language					
Reading	23%	47%	27%	2%	2%
Writing	22%	54%	20%	1%	2%
Mathematics					
Numeracy & Number Sense	22%	42%	32%	1%	3%
Patterning & Algebra	8%	33%	27%	0%	32%
Data Management & Probability	20%	28%	20%	0%	31%
Measurement	15%	37%	23%	1%	23%
Geometry & Spatial Sense	15%	31%	26%	5%	24%

Do you have any additional assessment data on this student (i.e., Reading Exemplar, etc.)?

- 7% had Reading Exemplar data - where students scored at Levels 1 or 2

Expenses

- Expenses were higher for the pilot year due to the cost of curriculum development, which was not covered by Ministry Funding.

Recommendations that arose from the Summer School Budget

- **In order to reduce the cost of on-site administrators sites should operate with at least 2 classes.** It is not financially viable to run summer school sites with only one class of students, as the Ministry funding does not adequately cover administrative costs for many small sites. However, when sites had two classes there was enough money generated to cover the cost of the administrator salary. Therefore we are recommending that all sites should have at least 2 classes in order to run.

Summer School Budget August 2001

Expenses

Salary

Curriculum Writers				
3 teacher w riters & 1 project manager over a 4-day period			$	4,500.00
Project Manager				
1 project manager	3 days	$300 per day	$	900.00
Teacher Salaries				
11 teachers	$33.71 per hour + 4% vac pay		$	16,905.96
2 teachers (shared job)	$33.71 per hour + 4% vac pay			
Administrators				
6 administrators		$40.00 per hour + 4% vac pay	$	13,312.00
4 administrators (2 sites - job share)		$40.00 per hour + 4% vac pay		
School Site Budgets				
12 classes	$100 per class (budgeted)		$	878.28
Printing				
Student copies, Certificates, Report cards			$	637.51
Student agenda			$	112.04
Tracking sheets			$	12.60
Curriculum Package			$	608.35
			Total Expense	**$ 37,866.74**

Credit

Grant from the Ministry based on the total number of students	***Total Credit***	**$ 37,362.29**
	Difference	-$ 504.45

Appendix A

Number of Summer School Students from HWDSB Home Schools	
Home School	**# Of Students**
Allan A. Greenleaf	1
Ancaster Senior	13
Balaclava	3
Bellmoore-Parkwood	5
Bennetto	1
Billy Green	1
C.B. Stirling	6
Cardinal Heights	14
Chedoke Middle	8
Dalewood	1
Dundas District	10
Elizabeth Bagshaw	3
Flamborough Centre	3
G. L. Armstrong	1
Glen Brae	15
Green Acres	7
Highview	24
Hillcrest	6
Janet Lee	14
Lake Avenue	5
Lawfield	22
Memorial - City	11
Mount Hope	3
Mountain View	5
Mt. Albion	7
Norwood Park	2
Queen Mary	16
Ryerson	3
Spencer Valley	8
Tapleytown	8
Viscount Montgomery	1
W.H. Ballard	10
Westview	9
Winona	2
Private Schools	2
Total	**250**

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE
Monday, January 14, 2002

III INFORMATION ITEMS:

Program

1. Building Bridges Program — C. Reid
2. Diverse Community Achievement Centre of Hamilton and Region Inc. — C. Reid

KEY PROGRAM FEATURES

- Provides an inclusive environment for all students
- Facilitates the learning of both the student's first language and English
- Involves a broad range of school-based and community resources
- Helps parents and caregivers feel a part of the school community
- Builds an effective welcoming and orientation process
- Enables students to be successful through activities involving self expression

HOW IS THE BUILDING BRIDGES PROGRAM DELIVERED?

A flexible seven-step process is designed to facilitate program delivery:

1. School Interview
2. School Sign-on
3. School Analysis and Action Plan
4. School Training Materials
5. Teacher sessions
6. Implementation of Activities
   - A. Welcoming activities
   - B. Classroom activities
   - C. Helping newcomer families
   - D. Responding to stress and trauma
7. Evaluation

WHAT IS NEEDED FOR THE BUILDING BRIDGES PROGRAM TO WORK?

- Commitment from school leadership
- Consultation with parents, teachers, caregivers and students
- Documentation and communication of best practices
- Commitment to the Program's philosophy and goals
- Commitment from student services and curriculum consultant
- Completion of all whole-school activities
- Involvement of community agencies

THE BUILDING BRIDGES PROGRAM OFFERS:

- A creative, effective response to the needs of immigrant and refugee children
- Demonstrated success in giving children, parents, schools and their communities the tools to promote children's well-being
- Develops strategies, a team and resources to deliver the program in schools

In partnership with:
Citizenship and Immigration Canada
The Ontario Trillium Foundation

Sponsored in part by:
Health Canada
Heritage Canada
Bell Canada

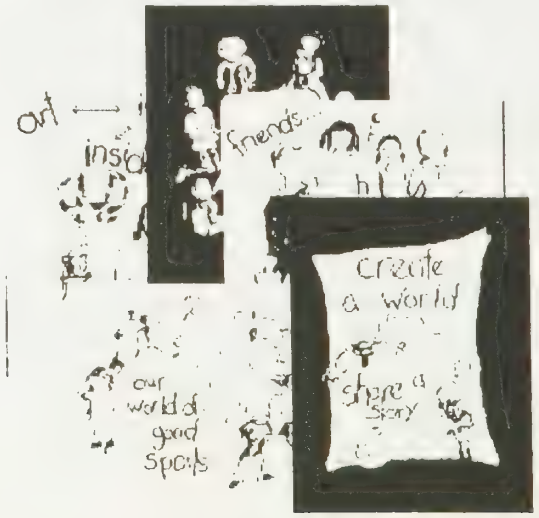
INTERNATIONAL CHILDREN'S INSTITUTE
P.O. Box 218, 1217 Greene Ave , Montreal, Quebec H3Z 2T2
T: (514) 695-6757 F: (514) 874-0866 E: icimtl@globetrotter.net
www.icichildren.org

Station Q, P.O. Box 688, Toronto, Ontario M4T 2L7
Tel: (416) 863-9080

INTERNATIONAL CHILDREN'S INSTITUTE

MODULE 13

BUILDING BRIDGES PROGRAM
AN OVERVIEW



WHAT IS THE INTERNATIONAL CHILDREN'S INSTITUTE MANDATE?

The International Children's Institute develops and implements community based programs that support children's mental health by promoting emotional coping skills through the development and implementation of psycho-social programs. These programs enable caregivers to encourage and support children to understand their experiences and adapt to these new experiences and circumstances.

WHY THE NEED FOR THE BUILDING BRIDGES PROGRAM?

Early on in the pilot phase of the program, parents and teachers voiced concerns about the range of languages, academic and social adjustments faced by newcomer children. Foremost was the need to improve and strengthen communication between the home and the school. Strengthened communications improves a child's social and emotional coping skills which makes learning more powerful.

Parents were concerned that their customs and social conventions were not understood and that their children were not always encouraged to preserve their heritage. Maintenance of cultural traditions and first language are important issues for parents, and are valuable to children's growth and acquisition of English.

Educators and family members also wanted to know more about the problems faced by children as a result of their refugee and immigrant experiences. Parents wanted to know how to identify problems related to stressful experiences. Teachers were interested in learning about trauma-released stress states and reactions observed in children.

WHAT IS THE BUILDING BRIDGES PROGRAM?

The Building Bridges Program is an integrated whole-school community building approach that links together parents, community resources and schools. The program provides an opportunity for children to express their needs.

IT IS A PROGRAM:

- For schools and their communities
- That helps children who have experienced traumatic events build coping skills
- That assists the whole community to recognize children's unique needs and to define appropriate solutions
- That promises positive outcomes for immigrant and refugee children

THE PROGRAM'S FRAMEWORK:

- Strengthens existing curriculum programs
- Provides orientation
- Encourages community involvement
- Supports existing programs
- Offers language training support
- Facilitates academic upgrading support
- Provides anti-racist education and inclusive schools

HOW DID THE BUILDING BRIDGES PROGRAM HELP THE PILOT SCHOOLS?

- Significant and documented improvement in children's coping skills and connections
- Demonstrated and documented the sharing of best practices
- Improved networking and communication between teachers, administrators and caregivers beyond their traditional roles
- Linked children and parents to settlement organizations
- Linked children and parents to Parks and Recreation operations
- Linked children and parents to community health organizations

HOW WILL THE BUILDING BRIDGES PROGRAM HELP YOUR SCHOOL?

The Building Bridges Program assists teachers to develop a class profile, to gain an enlightened knowledge of their students' needs and backgrounds, and to lead students across a series of unique activities that are incorporated into the classroom's regular curriculum requirements. These activities are specifically designed to foster resiliency through self-expression.

THE PROGRAM IS DESIGNED TO:

- Improve and strengthen communication between the home and school
- Educate and sensitize teachers about the needs of their students
- Facilitate the theme, 'Feeling Welcome'
- Improve social integration through the development of friendships
- Identify methods to assess a student's performance at school

#1

Hamilton-Wentworth District School Board

Memorandum

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education
Gail Belisario, ESL/NSL/Antiracism Consultant

Date: January 8, 2002

Re: **Building Bridges Program**

Information Item

Beginning January 2002 the ***Building Bridges Program*** will be introduced to system Itinerate ESL Teachers and interested Elementary Schools. This no cost item will include resources and staff development for improving our service to ESL elementary ESL students.

Building Bridges Program

1. **Background Information**

1.1 The Building Bridges Program (Appendix A) has been developed by the International Children's Institute in partnership with ***Citizenship and Immigration Canada*** and the ***Ontario Trillium Foundation***. It is sponsored in part by ***Health Canada***, ***Heritage Canada*** and ***Bell Canada***.

1.2 The International Children's Institute is a non-profit, non-government organization that develops and implements community based programs that support children's mental health by promoting emotional coping skills through the development and implementation of psycho-social programs.

1.3 The Building Bridges Program is currently being implemented in the following Boards' of Education elementary schools: Toronto District School Board, Peel Public District School Board, York Region District School Board and Toronto Catholic District School Board.

2.0 **Rationale for Participating in the Program**

2.1 The Building Bridges Program is an integrated whole school community building approach that links together parent, community resources and schools. The Program's framework will provide the following:

- Strengthen existing curriculum programs
- Provide orientation
- Encourage community involvement
- Offer language training support
- Facilitate academic upgrading support
- Provide anti-racist education and inclusive schools

2.1 Themes of the project that will be addressed through in service are as follows:

- How the immigrant and refugee child adjusts to the school system with a focus on the child and family
- How to assist traumatized children by relieving their stress

2.2 Building Bridges Program has been correlated to the Ontario Curriculum.

2.3 The program will provide the following at no expense to the Board:

- In service and training for all ESL System Itinerant Teachers and interested schools involved in the project
- Follow up professional development
- Resource support and assistance as needed with staff or students
- Pamphlets for parents (provided in six languages)
- The following manuals:
  - Principal's guide
  - Teacher's Guide
  - Community Caregivers Guide
  - Working with Families Guide

3.0 Current Information

3.1 Boards with an interest in participating in The Building Bridges Project are required to commit to the following:

- To participate in two inservice sessions for an hour and half
- The administrator/supervisor will be required to meet with the facilitator of the project for one half hour prior to staff training

3.2 Schools that have participated in the project have indicated the following benefits:

- Significant and documented improvement in the children's coping skills
- Improved networking and communication between teacher, administrators and caregivers beyond their traditional roles
- Linked parents and children to settlement organizations
- Linked parents and children to community health organizations

4.0 Evaluation Project

4.1 The evaluation of the project will occur at the end of June 2002

4.2 Elements to be included in the evaluation will be based on parent and teacher response to the program. The assessment will focus on the following:

- student coping skills
- networking and communications
- links to settlement organizations
- links to community health organizations

URBAN MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING –January 28, 2002

CA3 ON HW W26
A35
2002

6:30 p.m. **A G E N D A** **6:30 p.m.**

1. Call to Order — J. Bishop
2. Opening Reading/Prayer/O'Canada
3. Public Question Period
4. Approval of Minutes – December 20, 2001
5. Business Arising from Minutes
6. Approval of Agenda

URBAN MUNICIPAL
JAN 3 1 2002
GOVERNMENT DOCUMENTS

PRESENTATIONS:

ACTION ITEMS:

7. Reports of the Committee of the Whole
   (a) Dated January 14, 2002 — R. Woodworth
   (b) Dated January 21, 2002 — L. Orban
8. **Human Resources**
   (a) Executive Council Structure — M. Matier
9. School Trips — M. Matier
10. Student Trustee Report — G. Hillgren
11. Chairs' Reports — J. Bishop/R. Woodworth
12. Director's Report — M. Matier
13. O.P.S.B.A. Report
14. Notice of Motion

CORRESPONDENCE:

15. Hamilton Community Care Access Centre re membership on SEAC

DISTRIBUTION

16. Public Questions of Clarification

Future Meetings:

Committee of the Whole	Monday, February 4, 2002	6:30 p.m.
Committee of the Whole	Monday, February 11, 2002	6:30 p.m.
Board	Monday, February 25, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, February 28, 2002	7:00 p.m.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on December 20, 2001.

Those present:
Judith Bishop, Chair
Robert Barlow
Wes Hicks
Eleanor Johnstone
Wayne Marston
Ray Mulholland
Lillian Orban
Laura Peddle
Ian Thompson
Bruce Wallace
Reg Woodworth, Vice-Chair

Regrets:
Graham Hillgren, Student Trustee

In attendance:
Merv Matier, Director of Education and Secretary
Ken Bain, Superintendent of Education
Elizabeth Bond, Superintendent of Education
Marguerite Botting, Superintendent of Instructional Services
Nora Campbell, Superintendent of Education
Krys Croxall, Superintendent of Education
Tony Cupido, Superintendent of Plant Services
Pat Gillie, Superintendent of Education
Don Grant, Superintendent of Finance and Treasurer
Wayne Joudrie, Superintendent of Education
Chuck Reid, Superintendent of Education
Jim Wibberley, Superintendent of Education

Also Present: Debbie Russon, Manager, Human Resources

The Chair called the meeting to order to 8:05 p.m. and welcomed the Strategic Team members, newly appointed principals and vice-principals, representatives of the various employee groups, Managers and the School Council Assembly members. She then read a prayer for children in recognition of National Child Day.

2. Public Question Period

Nil.

3. Approval of Minutes

RESOLUTION #02-7: It was moved by B. Wallace, seconded by W. Hicks: That the minutes of the November 22, December 3, 6 and 13, 2001 meeting be approved as distributed.
CARRIED UNANIMOUSLY.

4. Business Arising from the Minutes

Nil.

5. Approval of Agenda

Deleted:

•Report of Special Meeting of the Committee of the Whole, dated December 20, 2001

Added:

•Decreased Enrolment – L. Orban

Correspondence

•Resolution – Trillium Lakelands District School Board re Teacher Librarians' Hours
•C. Gallagher re Rosedale School
•L. French re Hill Park School

Distribution

•MOET re Ontario Early Reading Strategy

RESOLUTION #02-8: It was moved by R. Barlow, seconded by R. Woodworth: That the agenda be approved as amended.
CARRIED UNANIMOUSLY.

6. Reports of the Committee of the Whole

RESOLUTION #02-9: It was moved by R. Woodworth, seconded by E. Johnstone: That the Reports of the Committee dated December 6, 2001 and December 13, 2001 be adopted as follows:

December 6, 2001

1. Safe Schools Update: Local Police School Board Protocol

It was moved by L. Orban, seconded by L. Peddle: That the draft Police/School Board Protocol be supported with the sign off procedure as a working protocol for the duration of this school year.

2. Board Initial Response to the 2001 Grade 3 and Grade 6 EQAO Assessment Results

It was moved by J. Bishop, seconded by R. Barlow: That The Hamilton-Wentworth District School Board receive The HWDSB Summary of Results and Initial Cursory Review to the 2001 Grade 3 and Grade 6 EQAO Assessment for information.

3. Hamilton Alternative Program (An innovative community-based program rich in the arts and global education)

It was moved by E. Johnstone, seconded by B. Wallace: That the Hamilton Alternative Program be referred to a Proposal Review Committee of the Board, as outlined in The Hamilton-Wentworth District School Board's 'Decision-Making Protocol for Alternative Education Programs'.

4. Status Report on Secondary School Reform Implementation

It was moved by E. Johnstone, seconded by J. Bishop: That the Status Report on Secondary School Reform Implementation be received for information.

5. Staffing Report – Full-time Equivalent Positions

It was moved by E. Johnstone, seconded by I. Thompson: That the November 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

December 13, 2001

1. Delegation re Future of the Primary Junior Elementary Schools Track and Field and Cross-Country Meet

It was moved by W. Hicks, seconded by J. Bishop: That the delegation's presentation re the future of the Primary Junior Elementary Schools Track and Field and Cross-Country Meet be referred to the administration for review and comment.

2. 2001/2002 Financial Report – October 31, 2001

It was moved by I. Thompson, seconded by E. Johnstone: That the 2001/2002 Financial Report – October 31, 2001 be received for information.

3. Tender Results – Westdale Secondary School

It was moved by E. Johnstone, seconded by L. Orban: That the tender for the renovations at Westdale Secondary School be awarded to the low bidder STF Construction in the amount of $688,376 + GST.

4. Tender Results – Centennial Elementary School

It was moved by I. Thompson, seconded by B. Wallace: That the tender for the renovations at Centennial Elementary School be awarded to the low bidder T.R. Hinam Contractors in the amount of $979,499 + GST.

5. Report of the Special Education Advisory Committee

It was moved by E. Johnstone, seconded by R. Barlow: That the following Report of the Special Education Advisory Committee be approved:

Suspension and Expulsion Policies

It was moved by J. Bishop: That SEAC express its concerns to the Board that the new legislation relative to the Safe Schools Act could lead to further suspensions and expulsions of special education students and recommend that a mechanism be in place to track what is happening in the schools.

CARRIED.

7. Strategic Directions

R. Mulholland referenced the background to the development of the Strategic Directions. He recalled that a meeting with over 300 leaders in the system prompted the question – will the trustees have the fortitude to carry out these strategic directions. He offered that the formal adoption of the strategic directions this evening would demonstrate to the system that the Board is serious about the intent and goal of the directions.

R. Woodworth introduced Phase 1 of the Strategic Directions and, in recognizing those who were involved in its development, introduced those who were in the audience. He noted that there are 60,000 students who were the central focus of these strategic directions and who will directly benefit from these goals.

J. Bishop spoke to the implementation of the Strategic Directions, noting this was the start of phase 1 of a three-year project. There will be opportunities for review and fine-tuning but it is hopeful these strategic directions will result in the Board moving forward.

M. Matier advised that a brochure outlining the strategic directions is available and will be distributed system-wide as well as a copy placed on the website.

RESOLUTION #02-10: It was moved by R. Woodworth, seconded by L. Orban: That the Strategic Plan, Phase I, be approved.

I. Thompson indicated that not all trustees were in agreement with the strategic directions and voiced his opposition. B. Wallace noted that the Board has already made some changes in how it does business such as moving to Committee of the Whole meetings with the agendas reflecting the strategic directions and governing what and how decisions are made.

L. Orban added the strategic directions represent a blue print of an educational structure of accountability. She supported this direction and suggested a copy be sent to the Minister of Education to show how this has been created and developed with our students in mind.

W. Marston spoke in support of the motion, particularly the statements under Human Resources and Relationships that will be a good foundation upon which to build. R. Barlow observed that much work has gone into this development and illustrates how far both former boards have come to reach this stage.

To the motion, CARRIED, 10 in favour, 1 opposed.

J. Bishop agreed to send a copy to the Ministry of Education and Training.

8. Meeting dates – January, March and April, 2002

RESOLUTION #02-11: It was moved by R. Woodworth, seconded by E. Johnstone: That the Board approve the following changes to the meeting schedules for the months of January, March and April, 2002:

January, 2002

- Committee of the Whole – Monday, January 7 - **cancelled**
- Committee of the Whole – Monday, January 14
- Committee of the Whole – Monday, January 21 (new – if required)
- Board – Monday, January 28

March, 2002

- Committee of the Whole – Monday, March 4
- Committee of the Whole – Monday, March 18 (new)
- Board – Monday, March 25

April, 2002
•Committee of the Whole – Monday, April 8
•Committee of the Whole – Monday, April 15 (new)
•Board – Monday, April 22

CARRIED UNANIMOUSLY.

9. Decreased Enrolment

L. Orban noted that many secondary school students are concerned about the impact of decreased enrolment in the second semester on the delivery of programs. She specifically referenced the overloading of junior credit courses and the cancellation of others.

J. Wibberley indicated he could not speak to the issue of overloading grade 10 classes at this time. However, there is a need to reduce lines in the second semester as to not do so would cost $2.5 million. The student shortfall in the second semester will result in a compaction of courses along with cancellation of others.

RESOLUTION #02-12: It was moved by B. Wallace, seconded by W. Marston: That the matter of decreased enrolment in the second semester in the secondary schools be referred to the Committee of the Whole.
CARRIED UNANIMOUSLY.

10. Student Trustee Report

Nil.

11. Chairs' Reports

Recognizing that this evening was the last Board meeting for D. Russon, Manager of Human Resources, W. Hicks extended sincere best wishes to her on her retirement. He added that the Board was not only losing her as a valued employee but was also losing her long tradition in negotiations. He believed that as a member of the Salary Committee he had the opportunity to work with one of the best and appreciated how she had handled every situation with professionalism and class.

L. Orban drew attention to the article in McLean's magazine highlighting the work of Sandy Sheppard and Barbara McLeod at Thornbrae School.

J. Bishop called attention to the wonderful efforts of the schools in collection food for needy families, especially at this time of year and thanked them for their hard work in this area.

12. Director's Report

M. Matier also mentioned the specific events at the following schools:
.Dalewood School in partnering with Ronald McDonald House
.Dr. J. E. Davey School in partnering with the Site of the Green in donating a gift to every child
.Robert Land and Gibson Schools were hosted to a Christmas lunch at Carmens by the Hamilton Firefighters Association
.Hess Street School was hosted a Christmas dinner by the Ancaster School Council
He cited these as examples of what happens in our system and emphasized the community supports that are extended to and by our students.

13. O.P.S.B.A. Report

R. Woodworth reported that OPSBA believes it can show that the Province has cut funding to school boards by 3% since 1997. Three major elements – gratuities, transportation and energy costs – have caused more than half the boards in Ontario to deplete their reserves to cover these expenses. It has also been determined that by 2005, 60% of all principals and 30% of all vice-principals will have retired. There was a reference to a private members bill advocating for special education; while the intent is good, OPSBA has noted that funding of the initiative is not incorporated into the bill and the costs are not something the boards can afford to absorb.

14. Notices of Motion

Nil.

15. CORRESPONDENCE

RESOLUTION #02-13: It was moved by R. Woodworth, seconded by W. Marston: That the following correspondence be referred to administration:
•Janet Lee School Council re concerns at the school
CARRIED UNANIMOUSLY.

RESOLUTION #02-14: It was moved by R. Woodworth, seconded by R. Barlow: That the following be referred to the Committee of the Whole:
•Resolution from the Halton District School Board re release of standards for developmental disability, giftedness, autism and mild intellectual disability
CARRIED.

RESOLUTION #02-15: It was moved by R. Barlow, seconded by R. Woodworth: That the following be referred to the Committee of the Whole:
•Resolution from the Trillium Lakelands District School Board re Teacher Librarians' Hours
CARRIED.

RESOLUTION #02-16: It was moved by E. Johnstone, seconded by R. Barlow: That the following correspondence be referred to administration:
•C. Gallagher re Rosedale School
•L. French re Hill Park School
CARRIED UNANIMOUSLY.

RESOLUTION #02-17: It was moved by, seconded by: That the following correspondence be received for information:
•District School Board Ontario North East re concerns of our coterminous DSB in Northeastern Ontario
CARRIED.

RESOLUTION #02-18: It was moved by, seconded by: That the following correspondence be received for information:
•M. McNabb, Hamilton-Wentworth Council of Home and School Associations re nomination as 2001 Hamilton Child and Youth Volunteer
CARRIED.

16. Distribution

•OSPBA Fast Report, dated November 19, 2001

17. Public Questions for clarification

K. Hayes questioned the lack of parent, student and teacher representation on the strategic directions action teams.

M. Matier responded that the development of the strategic directions was an initiative of the board of trustees as policy makers. The leaders in this organization were asked to help create the plan; however, the employees will certainly be involved in the implementation of the strategic directions and thus the distribution of the brochure to each employee.

Someone in the audience asked about the sale of Allenby School. J. Bishop responded that the Board approved the sale of Allenby at a Special Meeting of the Board on December 13. Noting the building was sold to the highest bidder, she indicated she could not entertain further questions on this since it was not on this evening's agenda.

The meeting recessed at 9:05 for an in-camera session and reconvened at 9:30 p.m.

18. In-camera Session Report

RESOLUTION #02-19: It was moved by R. Woodworth, seconded by W. Marston: That the Report of the Board in-camera sessions be adopted as follows:

C.-1 Readmission of a Student

That the application for re-entry from expulsion for a student be approved and that the student be readmitted to the schools of The Hamilton-Wentworth District School board effective January 7 2002, or as soon thereafter as a Declaration of Performance is signed by the student and guardian.

C.-2 Correspondence

It was moved by B. Wallace, seconded by W. Marston: That correspondence be referred to administration.

C.-3 Report of the Special Meeting of the Committee of the Whole

It was moved by R. Woodworth, seconded by W. Marston: That the Report of the In-camera Session, Special Meeting of the Committee of the Whole dated December 20, 2001 be adopted.

1. Memorandum of Agreement – LIUNA, Local 837

It was moved by W. Hicks, seconded by R. Barlow: That the Board ratify the terms and conditions of the Memorandum of Agreement dated December 17, 2001 between Labourers' International Union of North America, Local 837 and The Hamilton-Wentworth District School Board.

2. Motion as adopted.

CARRIED.

The meeting then adjourned at 9:33 p.m.

Minutes of the Open Session of the Special Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Office, 100 Main Street West, Hamilton, Ontario, on January 21, 2002.

Those present:
Judith Bishop, Chair
Reg Woodworth, Vice-Chair
Wes Hicks
Wayne Marston
Ray Mulholland
Lillian Orban
Ian Thompson

Regrets:
Robert Barlow
Eleanor Johnstone
Laura Peddle
Bruce Wallace

Officials present:
Merv Matier, Director of Education and Secretary
Nora Campbell, Superintendent of Education
Krys Croxall, Superintendent of Education
Don Grant, Superintendent of Business and Treasurer
Wayne Joudrie, Superintendent of Education
Chuck Reid, Superintendent of Education
Jim Wibberley, Superintendent of Education

The Chair called the meeting to order at 9:35 p.m.

2. Adoption of the In-camera Session

RESOLUTION #02-0: It was moved by R. Woodworth, seconded by W. Marston: That the Report of the In-camera Session of the Special Meeting of the Board dated January 21, 2002 be adopted.

C.-1 Special Report of the In-camera Session of the Committee of the Whole dated January 14, 2002
(a) Motion as adopted.
CARRIED.

The meeting then adjourned at 9:40 p.m.

A C T I O N I T E M S

REGULAR BOARD
2002 01 28

#7(a)

REPORT OF THE COMMITTEE OF THE WHOLE
JANUARY 14, 2002

Moved by _____, seconded by _____: That the Report of the Meeting of the Committee of the Whole dated January 14, 2002 be adopted.

Program

1. Early Dismissal Days to Support Literacy In-Service

It was moved by L. Peddle, seconded by J. Bishop: That The Hamilton-Wentworth District School Board conduct two literacy in-service sessions for all teachers on a shared-time basis between February and June 2002 and that students be dismissed from school one and one-half hours earlier than the regular dismissal time on the two days designated for this purpose.

2. Grade 7 Summer School Pilot

It was moved by B. Wallace, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board receive the report of the Grade 7 Summer School Pilot and support the expansion of the program in the summer of 2002 within available resources.

Human Resources

3. Executive Council Structure

It was moved by L. Peddle, seconded by B. Wallace: That the posting for Controller of Plant Services be approved.

Governance

4. Volunteers in the System

It was moved by B. Wallace, seconded by E. Johnstone: That a letter be sent to Iris Berryman, former editor of The Apple Newspaper, commending the work she has done on a volunteer basis for The Apple Newspaper over the years.

5. Board response to statement by T. Clement re consideration of funding formula

It was moved by B. Wallace, seconded by E. Johnstone: That the Chair send an email with addresses of the Provincial Conservation leadership candidates to Board staff.

Accommodation

6. New Templemead Catchment Area

(a) It was moved by W. Hicks, seconded by B. Wallace: That the New Templemead School Catchment Area report be referred back to the Catchment Redefinition Committee.

(b) It was moved by L. Peddle, seconded by R. Barlow: That the Board blend Steps 1 and 2 of the Action Plan for the Templemead Area as follows:

February-March 2002: Engage approval of new Templemead catchment area; engage and complete process to identify school(s) for potential closure.

MONITORING ITEMS

The following reports were presented:

Program

1. 2001 Average Class Size Report – Elementary

The Hamilton-Wentworth District School Board is in compliance with Ministry elementary average class size requirements in 2001/2002.

Human Resources

2. Staffing Report – Full-Time Equivalent Positions

The number of full-time equivalent positions by expenditure category as of December 31, 2001.

Resource Allocation

3. 2000/2001 Financial Statements and Surplus (Deficit) Schedule

The audit of the 2000/2001 Financial Statements is complete and has resulted in an unqualified Auditors Report. In addition, it is noted that The Hamilton-Wentworth District School Board is in compliance with the Ministry's regulation regarding the enveloping of expenditures. The 2000/2001 Surplus (Deficit) Schedule is also attached.

4. 2001/2002 Financial Report – November 30, 2001

Budget to actual trends that have been identified to date are outlined on page two of the report.

#7(b)

REPORT OF THE COMMITTEE OF THE WHOLE
JANUARY 21, 2002

Moved by _____, seconded by _____: That the Report of the Meeting of the Committee of the Whole dated January 21, 2002 be adopted.

Program

1. Marks of the Two Secondary Cohorts

It was moved by J. Bishop, seconded by R. Woodworth: That The Hamilton-Wentworth District School Board send a letter to the Minister of Education with a copy to the Minister of Colleges and Universities, requesting clarification and direction from the Ministry regarding their plans to optimize equity of opportunity for acceptance of OSIS and OSS students, who are part of the double cohort, into post secondary institutions.

2. School to Work Report

It was moved by R. Woodworth, seconded by W. Marston: That the Vision, Goals and Action Plan in the School to-Work Report be approved.

3. Resolution from Trillium Lakelands District School Board re Teacher Librarians

It was moved by R. Woodworth, seconded by J. Bishop: That the Board send a letter to the Ministry of Education supporting the resolution from Trillium Lakelands District School Board re Teacher Librarians.

4. Resolution from Halton District School Board re Standards for Students with Exceptionalities

It was moved by J. Bishop, seconded by I. Thompson: That the Board send a letter to the Ministry of Education supporting the resolution from the Halton District School Board re Standards for Students with Exceptionalities.

Human Resources

5. Occupational Health and Safety Policy

It was moved by R. Woodworth , seconded by J. Bishop: That the Occupational Health and Safety Policy be referred to the Joint Advisory Committee.

Relationships

6. Update – Equity Policy

It was moved by J. Bishop, seconded by R. Woodworth: That the Board agree to the "Draft Equity Policy" development plan presented in **Future Actions** of this report.

7. Verbal Update re Eastern Basketball Championship

It was moved by W. Hicks, seconded by W. Marston: That the verbal update re Eastern Basketball Championship be received for information.

Accommodation

8. Catchment Redefinition – New Process

It was moved by R. Woodworth, seconded by W. Marston: That the Board approve the revised timetable and process for catchment redefinition.

MONITORING ITEMS

The following report was presented:

Program

9. Average Class Sizes in Grades 9 and 10

It was moved by I. Thompson, seconded by R. Woodworth: That the Average Class Sizes in Grades 9 and 10 Report be received for information.

#8(a)

January 28, 2002

To: The Trustees

From: Merv Matier, Director of Education and Secretary

Re: EXECUTIVE COUNCIL STRUCTURE

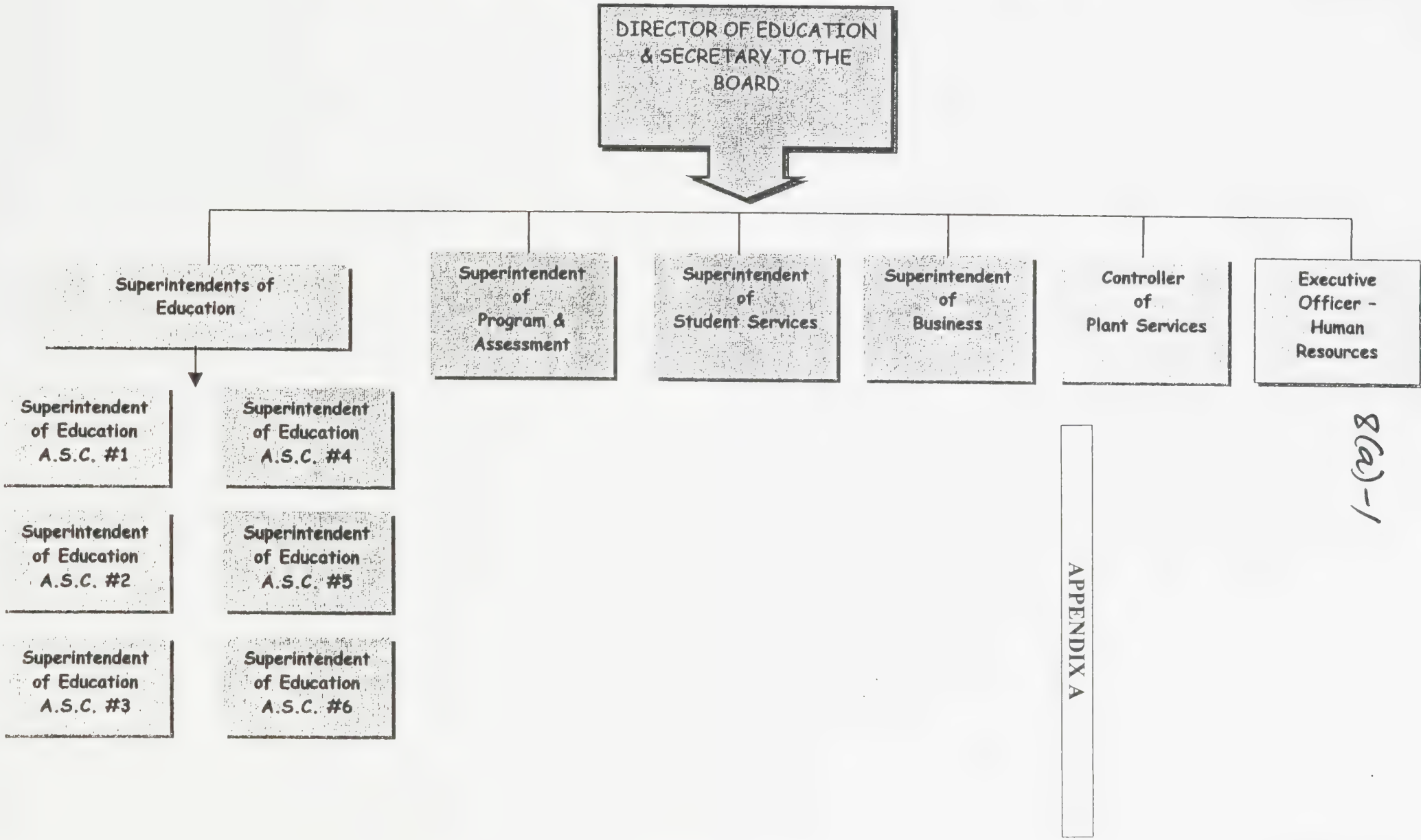
RECOMMENDED ACTION:

It is moved by _____, seconded by _____: That the Executive Council Structure as shown in Appendix A be approved.

EXECUTIVE COUNCIL STRUCTURE

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Draft



APPENDIX A

8(a)-1

2002 01 22

#9

2002 01 28

To: The Trustees

From: Merv Matier, Director of Education and Secretary

RE: School Trips

Recommended Action:

It was moved by _____, seconded by _____: That the following trip requests be approved:

a) Burkholder Elementary School, Grades 6-8, Outdoor Education trip to Algonquin Park, Huntsville, ON on June 4-7, 2002, inclusive.
b) Highland Secondary School, Grades 11-OAC, Arts/Geography trip to Montreal, Halifax and Quebec on March 11-16, 2002,inclusive.
c) Parkside High School, Grades 11-OAC, Music trip to the East Coast, Canada on April 19-27, 2002, inclusive.
d) Waterdown District High School, Grades 10-OAC, Sports trip to Erie, Pennsylvania, U.S.A. on August 30, 2002.
e) Waterdown District High School, Grades 10-OAC, Sports trip to Coyahoga Falls, Ohio, U.S.A. on September 6, 2002.
f) Waterdown District High School, Grades 10-OAC, Sports trip to Canton, Ohio, U.S.A. on September 12-14, 2002, inclusive.
g) Westmount Secondary School, Grades 9-OAC, Music trip to Nova Scotia on May 5-12, 2002, inclusive.

Rationale:
As per policy.

rt

#13

Ontario Public School Boards' Association

FACT SHEET

2001/2002 INCREASED LEVEL OF FUNDING

The 2001/2002 student-focused funding regulations announced on May 10, 2001, brought the total provincial funding allocation to education up to $13.8 billion from approximately $13.4 billion, a total increase of $360 million.

Increased enrolment would account for approximately $110 million of this amount, leaving $250 million to accommodate all other cost pressures.

$64 million was allocated by the funding model into specific grants.

The balance of $186 million was left to provide funding to address existing cost pressures throughout the budget including:

- salary increases
- benefit increases
- increases for Federal statutory obligations e.g. CPP, Employers' Health Tax, Employment Insurance
- growth in the number of special education students
- utility price increases
- transportation price increases
- ongoing implementation of the new provincial curriculum
- general inflationary increases for other goods and services
- maintenance and operations of all buildings.

A preliminary analysis of the grants allocated to boards in May indicated an immediate shortfall of approximately $170 million needed to cover costs for the above list. This is compounded by the fact that the funding model was pinned to a 1997 costing framework. It was clear, from the beginning, that the funding level was not adequate. Each year, the adjustment has not been sufficient to allow the boards to maintain their educational position and hence each year they have lost extensive funding.

2001/2002 is another year that funding has not kept up with inflation or the expected projected financial costs of the prior years' programs and boards are forced to reduce their educational programs to the reduced financial level.

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Ontario Public School Boards' Association

FACT SHEET

TRANSPORTATION OF STUDENTS

- Closing of schools across the province has been one of the factors which had led to an increase in the number of students receiving transportation to and from school.
- Today, **almost 40%** of all students, elementary and secondary, **access transportation**.
- The number of instructional days for which student transportation is required increased from 185 to 190 days;
- Professional days were reduced by 5 days in the 1997/1998 school year. This is the **equivalent to an increase in costs of 2.7%.**

Cost pressures on the school transportation industry, and hence on school boards, have increased substantially.

Some examples include:

- the **cost of purchasing new buses** has increased 25% over the past 5-6 years pe[illegible]y because of additional safety standards required by law;
- **higher maintenance costs**, due in part to the increase in age of the fleet;
- **volatile fuel prices**;
- **insurance premiums**. Increase in premiums for this year alone is **expected to be in the range of 30% to 50%.**

In recognition of the volatile fuel prices, Minister Eves, in his spring budget 2000, announced a special one year funding allocation of $23 million to defray the additional cost of fuel for transportation. This assistance, which was desperately needed and was greatly appreciated, was **not** continued in the funding announcement in the current Provincial Budget or in the current Student Focussed Funding Model.

In effect, the boards are therefore short $46 million in transportation funding from last year.

According to the Ministry of Education data, the 2001/2002 funding provision in the Student Focussed Funding Model is $580,688,317 which is **below the funding level required** and provided in the 2001/2002 operating budgets of the boards. By comparison, the funding provision for the calendar year 1995 totalled approximately $599 million.

In summary, **the number of students using transportation and costs continue to increase wh[illegible] provincial funding has decreased by almost $20 million over the past 7 years.**

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Ontario Public School Boards' Association

FACT SHEET

SPECIAL EDUCATION ISSUES

Recommendations of the ISA Working Committee identify the requirements and process to be undertaken in the province-wide ISA review to commence this fall.

Included in the recommendations is:

- **financial support to hire temporary staff** to do the necessary paperwork to ensure that files submitted to the Ministry are complete and meet the criteria for approval. This will enable special education staff to remain in the classroom.
- **financial support to pay for the costs of acquiring the assessments** needed to support ISA claims. This presents a financial challenge to boards, especially those which are in northern Ontario where qualified psychologists and speech and language pathologists are in short supply.

Simply put, **this review is a major undertaking and must be done well since the stakes are high, thus boards need to be provided with the funds to do the job properly.**

At the end of the province-wide review of ISA,

- boards will have a set of approved files which will be updated each year with students leaving being removed and new students being reviewed for addition.
- Stable funding ends in 2002-03 and for the 2003-04 funding year **boards will be funded on the number and Level of approved files they have**.

There are two issues to be considered here:

1. the funding for ISA support has been fixed at $12,000 (Level 2) and $27,000 (Level 3) since the beginning of ISA funding in 1997. **This amount needs to be adjusted to reflect increased costs.**
2. the results of the review could mean a **drastic reduction in funding for some boards** such as Toronto, Ottawa-Carleton, and Peel. If the number of approved files and the funding it would generate causes a significant shortfall from present stable funding, then there would be staff and program reductions which would be felt directly by students and their parents.

To avoid this situation there must be a plan which moves a board from present funding to live funding in a gradual way to avoid severe disruption to families requiring special education services.

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FACT SHEET

DECLINING ENROLMENT

Total average daily enrolment in the schools across Ontario continues to increase as the following information indicates:

Schedule of Average Daily Enrolment	
1997	1,912,162
1998 - 1999	1,948,057
1999 - 2000	1,959,733
2000 - 2001	1,973,886
2001 - 2002	1,991,625

Individual boards, however, present a different situation. According to the Ministry of Education data:

- 41 school boards will see their enrolment shrink by 2003
- estimated funding loss of $28 million
- elimination of OAC will increase the reduction in funding by $58 million
- $86 million loss in revenue to the boards
- no concurrent reduction in expenditures.

Enrolment is a key factor in most of the component calculations of the Student Focussed Funding Model.

The Hastings and Prince Edward District School Board recently calculated the financial impact of a reduction of 100 pupils in each of the elementary and secondary schools and reported the impact as follows:

Allocation	Elementary	Secondary
Foundation	$ 358,000	$ 433,100
SEPPA	50,000	24,300
Remote and Rural	9,552	9,552
Early Literacy	11,500	N/A
Transportation	46,490	46,490
Administration & Governance	20,442	20,442
School Operations	51,996	78,027
School Renewal	9,495	14,400
TOTAL	$ 557,475	$ 626,311

Some expenditures, such as those related directly to enrolment, will reduce with enrolment. However, expenditures such as **school operations, administration and governance, transportation and a major portion of foundation, will not reduce with lower enrolment.**

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13-4

Ontario Public School Boards' Association

FACT SHEET

SAFE SCHOOLS POLICIES

The Safe Schools Act 2000 and supporting Regulations came into law earlier this year to enforce a provincial code of conduct and provide for issues such as access to schools and determination of a dress code.

Included in the legislation are:

- provisions for the **mandatory expulsion** of students found to have committed offences listed in the Act.
- Students may be expelled by the principal for a period of up to one year (a **limited expulsion**) and
- by the board from all publicly funded schools in the province until such time as the student has met the objectives of a Strict Discipline Program (a **full expulsion**)

The Ministry is currently funding a number of **Strict Discipline demonstration projects** for a two year period. **Only fully expelled students qualify** for entry to these programs. Boards in the region of the demonstration sites will have access to these programs, however there are many boards without access to these sites which will be held to the requirement to provide programs which meet the objectives of a Strict Discipline Program and allow students fully expelled in those boards passage back to the local school. The expectation by the Ministry is that through a variety of possible delivery mechanisms these students will receive a program. Boards can apply to the Ministry for funds to cover costs. Prior to re-entry of the student, a determination on the readiness of the student to return to school will have to be made by one of the demonstration programs.

There are two issues:

1. ALL expelled students should have access to Strict Discipline programs, not just those who are fully expelled. This access would allow boards to determine if attendance at a program would benefit a student under a limited expulsion. It may also make the Strict Discipline programs more cost effective as more students would be in attendance.

2. It is important for all boards held to a legislated requirement have equal ability to have funded programs within their own boards. This is especially true in northern Ontario and rural southern Ontario where distance to programs in other jurisdictions is prohibitive. All boards should have access to the funds to provide a program for expelled students. If expelled students do not have ready access to meaningful programs offered locally which facilitate a return to school, they will be at even greater risk.

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13-5

Ontario Public School Boards' Association

FACT SHEET

LABOUR RELATIONS

After a summer of bargaining, all public boards achieved staffing agreements with OSSTF that have resulted in a return to extra-curricular programs in secondary schools 22 public boards have elementary collective agreements in place for the current school year. 14 have secondary agreements. Lambton-Kent recently ratified the first 3-year collective agreement for public boards under the new legislation (Bill 80). It appears that it could be a relatively **"peaceful" year** on the labour relations front.

The OPSBA labour relations staff have completed **research reports** on principal/vice-principal terms and conditions and support staff salaries and are in the process of completing reports on benefits plans and senior administration salaries, as well as a survey on the occasional (supply) teacher situation in the province. Staff will also be completing working papers on benefits caps and retirement gratuity/RRSP plans, as well as supervision provisions in elementary collective agreements.

The first **Provincial Labour Relations Network (PLRN)** meeting was held on September 21 and was very well attended by representatives from almost every board. Future meeting dates for the year have been established on November 29, 2001, April 4 and June 6, 2002. Topics for future meetings include benefits caps, retirement gratuity/RRSP plans, pay equity, attendance management and 3-year collective agreements.

LabRnet is right up to date and includes several new research reports requested by member boards at the PLRN meetings. Our goal is to provide 100% accurate information on all the high priority labour relations needs of member boards in a timely manner. Boards are increasingly reliant on LabRnet to provide the comparative information so important to effective bargaining.

The *2002 Labour Relations Symposium* is scheduled for April 4,5, and 6 at the Delta Chelsea Inn in Toronto. It promises to be another important and timely conference for labour relations professionals and trustees with an interest responsibility in collective bargaining.

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13-6

Ontario Public School Boards' Association

FACT SHEET

BILL 110 (An Act to Promote Quality in the Classroom) INTRODUCED

The legislation introduced by the Minister on October 16 was expected and is in line with the information previously circulated by OPSBA. The main provisions are:

1. A framework for a consistent, province-wide performance appraisal system in boards starting with teachers.
2. Every new teacher (new to the profession or new to a board) will be evaluated at least twice by Principals/Vice-Principals in each of their first two years.
3. Experienced teachers will be evaluated at least twice every third year (their "evaluation year") by Principals/Vice-Principals.
4. Reports will be kept by the Principal and the Board through the appropriate superintendent
5. Teachers will develop Learning Plans in consultation with their Principal/Vice-Principal, based, at least in part, on their performance appraisal reports.
6. Parents and students will have an opportunity to provide input on individual teacher performance, anonymously if they wish, through the Principal. This input cannot be the sole factor in assigning an unsatisfactory rating to a teacher.
7. The principal must follow a specific, time limited process if a teacher receives an unsatisfactory rating. If a teacher receives a second unsatisfactory rating in a subsequent evaluation within 60 days of the first, the teacher will be placed "on review" for a maximum of 120 days. If the teacher receives another unsatisfactory rating during the on review period, the principal, in consultation with the superintendent must submit a recommendation for termination to the board.
8. We understand that some boards may volunteer to try the new performance appraisal beginning in January 2002. Some boards have provisions in their collective agreements regarding performance appraisal and the Minister is anxious not to have the legislation conflict with existing provisions, during the contract period. Boards whose last collective agreement expired in August 2001, will implement the plan beginning in September 2002. Boards who have collective agreements which expire after September 2, 2002 may implement the plan when their contract expires, but no later than September 2, 2004.
9. The legislation provides only a broad framework for the performance appraisal system. The very detailed regulations, including specific procedures and forms, will be released at some time in the future - the projected date for their release has not yet been determined (this would be a good question to ask on Lobby Day).
10. OPSBA and the Ontario Principals' Council have concerns that the 3-year cycle will prove unrealistic.
11. OPSBA has sought a legal opinion on the legislation from Bruce Stewart. This will be circulated to Executive Council as soon as it is available, and to member boards, through PLRN and through the Directors of Education.

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Ontario Public School Boards' Association

FACT SHEET

BASIC LEVEL LEARNING

The government's goal for secondary reform was to introduce a four year program with a rigorous curriculum leading to a graduation diploma in which the public and in particular employers would have confidence.

- *Ontario Secondary Schools Grades 9 to 12* provides the program and diploma requirements for students who entered secondary school in 1999 and thereafter
- replaced *OS:IS*
- requires that students accumulate 18 compulsory credits and 12 optional credits to graduate
- In grades 9 and 10 courses are offered in the Academic or Applied streams for core subjects such as mathematics, science and English, and as Open courses in non core areas such as physical education.
- In grades 11 and 12 courses are divided into those leading to post secondary education and those which lead directly to work.
- Students are required to pass the provincial test of literacy before qualifying for graduation
- Some allowances are made so that there can be a substitution of Locally Developed Courses in the core subjects in grade 9, however, the **overall course requirements for graduation with an Ontario Secondary School Diploma (OSSD) remain the same for all students.**

- Meeting the new requirements presents a formidable challenge to many students.
- recently completed Ministry of Education commissioned study of *The Double Cohort* reveals that the number of students who acquired 8 or more credits in grade 9 has **fallen**:
  - from 85% to 76% overall
  - from 70% in the old General Level to 56% in the new Applied stream.

This is a **drop of 14% which clearly indicates that these students are struggling to successfully complete courses in the new curriculum** at the necessary rate to graduate in 4 years. This decrease in success appears to be especially true in mathematics. Attendance at summer schools has increased in the past two years.

- First administration of the Literacy Test in 2000 produced an overall 29% failure rate
- test for this year is postponed, but it is likely that the failure rate will be high even after repeated attempts by students to pass.

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- In our vocational schools where students attend to prepare for direct entry to the world of work the failure rate on the Literacy test of 2000 was over 90% in some cases.

- Under OS:IS less academically able students were able to take courses at the Essential level where the expectations were not as high as in other streams.
- They were not required to undergo a test few would be able to pass
- Through a mixture of academic and vocational subjects students had a pathway to graduation.

It is time to take a close look at the need to provide alternate diploma requirements to the OSSD for students proceeding to work directly from secondary school.

- These students are a vital component of the labour force
- They deserve the opportunity to show an employer a diploma which reflects a program of studies designed to prepare them to go to work
- This diploma does not need to be the same as an OSSD.

While no one disputes the need to set high standards for our students, it is unacceptable to make these standards a barrier which many cannot overcome and which forces students to drop out of school before graduation.

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C O R R E S P O N D E N C E

REGULAR BOARD
2002 01 28

#15

Ruth

Hamilton Community Care Access Centre
Centre d'accès aux soins communautaires

December 18, 2001

Merv Matier
Director of Education
The Hamilton-Wentworth District School Board
P.O. Box 2558
100 Main St. W.
Hamilton, Ontario
L8N 3L1

Dear Mr. Matier:

Re: Special Education Advisory Committee

Please be advised that I can no longer serve as an alternate member for the Hamilton Community Care Access Centre within this committee. Bernie Nabuurs will continue to serve as a regular member and I am proposing that Janet Jones, Manager of Specialty Case Management Teams serve in my place. You can contact Janet at (905) 523-8600, ext. 3612. Her mailing address is 310 Limeridge Rd. W., Hamilton, Ontario, L9C 2V2.

I look forward to your response.

Sincerely,

Barb MacKinnon

Barbara MacKinnon
Vice President, Operations
Hamilton Community Care Access Centre

/dg

RECOMMENDED ACTION:

It was moved by _____, seconded by _____: That Janet Jones be appointed the alternate representative of the Hamilton Community Care Access Centre to the Special Education Advisory Committee.

#15(a)

PEEL DISTRICT SCHOOL BOARD

H.J.A. Brown Education Centre

5650 Hurontario Street, Mississauga, Ontario L5R 1C6 Fax: (905) 890-6747 Tel: (905) 890-1099 1-800-668-1146 www.peelschools.org

January 17, 2002

Liz Sandals
President
Ontario Public School Boards' Association
439 University Avenue, 18th Floor
Toronto, Ontario M5G 1Y8

Dear President Sandals:

Re: New Funding for Student Transportation

At the regular meeting of the Peel District School Board held on January 8, 2002 the board received for information Ministry Memorandum 2001:B22 – Enhanced Funding for Student Transportation and also the OPSBA News Release dated December 14, 2001 – OPSBA Pleased with New Funding for Student Transportation. While this board is appreciative of any additional funding that the Ministry may direct to boards to alleviate the shortcomings of the current funding model, the announcement of these additional grant dollars for student transportation serves to highlight for us the deficiencies of the current transportation funding model.

In the 2000/2001 fiscal year the Peel District School Board expended in excess of $1.0 million on fuel escalation with respect to the operation of our student transportation system, we received an additional grant from the Ministry in the amount of $450,025. Again in the current year we will expend approximately the same amount on fuel escalation and as we see by this recent announcement we will receive an additional grant of $450,025, the same as last year. This is a shortfall of over $1.0 million over these two years.

We also notice that in the current year the Ministry has added a $6.0 million component to provide additional support to boards that have experienced declining enrolment since 1997. While this is indeed a positive move by the Ministry the current transportation grant formula continues to be inadequate in terms of dealing with school boards that are experiencing significant enrolment growth such as here in Peel region. A disproportionate number of our new students require transportation to have access to suitable school accommodation and the current transportation funding formula does not recognize this reality.

TRUSTEES
Janet McDougald, Chair
Rick Thompson, Vice-Chair
Vicente Arruda-Judge
Randy Barnett
Beryl Ford
Dan Gray
Steve Kanellakos
Warren Kennedy
Sue McFadden
Sandy Ransom
Don Stephens
Rick Williams

DIRECTOR OF EDUCATION & SECRETARY
Harold Braithwaite

ASSOCIATE DIRECTOR - EDUCATIONAL SERVICES
Judith Nyman

ASSOCIATE DIRECTOR - CORPORATE SERVICES
Hamedeh Tabbar

15(a) - 1

It is evident from recent debate in the Legislature as detailed in the OPSBA Fast Reports dated December 10, 2001 that the Minister as well as members of the opposition agree that transportation funding is currently a problem and while discussion has centred on school boards in rural and northern Ontario and school boards with declining enrolment it is just as evident that the transportation funding model is not working for growth school boards such as the Peel District School Board.

The Peel District School Board and the Dufferin Peel Catholic District School Board operate a fully integrated school transportation system that is recognized as one of the most efficient transportation systems in this province. These two school boards came together in the early 1990's to computerize and integrate the transportation systems and implement many other efficiencies long before the new funding model was announced in 1998/99. In the current fiscal year the Peel Board expects to incur a shortfall in transportation grant funding versus expenditure of approximately $3.0 million.

While the additional transportation grant funding is appreciated this is just a "Band-Aid" solution to a transportation funding model that is completely inadequate for the needs of the Peel District School Board and the growth needs in this region. OPSBA needs to advocate on behalf of growth school boards and indeed all school boards for the immediate implementation of a new transportation funding model that will recognize the unique transportation requirements of individual school boards. In the case of the current transportation funding formula this is one instance where one size does not fit all in.

Sincerely,

Janet McDougald
Chair
Peel District School Board

c. Minister of Education
Ontario District School Boards
Peel School Councils

Waterloo Region
District School Board

#15(b)

51 Ardelt Avenue, Kitchener ON N2C 2R5
Ph. (519) 570-0003 ext. 4336; Fax: (519) 742-1364

January 21, 2002

The Honorable Janet Ecker
Minister of Education
Mowat Block, Queen's Park
Toronto, ON M7A 1L2

Dear Minister Ecker

The Waterloo Region District School Board approved the following motion at its regular monthly Board Meeting held on Monday, December 17, 2001--

That the Waterloo Region District School Board send a letter to Minister of Education Janet Ecker in support of the following action taken by the Halton District School Board:

- *That the report of the task force chaired by Ernie Hardeman re: conditions to be attached to the tax credit, be made public, and that the report include recommendations from OPSBA which were submitted to the task force, i.e.*

- *schools benefitting from the tax credit be required to hire faculty who have been certified by the Ontario College of Teachers, and*
- *schools benefitting from the tax credit be required to follow the curriculum mandated by the Ministry of Education.*

A response relating to this concern would be appreciated.

Sincerely

Sandy Shantz
Chairperson of the Board

cc: Director, Halton District School Board
OPSBA
District School Boards

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE
Monday, February 11, 2002

6:30 p.m. **A G E N D A** **6:30 p.m.**

1. Call to Order — R. Woodworth/B. Wallace
2. Approval of the Minutes of January 14 and 21, 2002
3. Business Arising from the Minutes
4. Approval of Agenda

DELEGATIONS

5. Norwood Park School Council – L. Jaanimagi
6. Canadian Parents for French – Hamilton-Wentworth Chapter – D. Alex

I ACTION ITEMS:

Program

7. French Immersion Review Report — K. Croxall
8. Alternative Education Review Committee Report — J. Wibberley

Human Resources

Resource Allocation

Relationships

Communication

Governance

9. Trustee Concern – Newspaper article in The Hamilton Spectator Feb. 5, 2002 — L. Orban
10. Selection Process for Filling Vacancies on Executive Council — M. Matier

Accommodation

II MONITORING ITEMS: (see yellow)

Program

11. Mathematics Survey Report — K. Croxall

Human Resources

12. Staff Report – Full Time Equivalent Positions — D. Grant

Resource Allocation

13. 2001/2002 Financial Report – December 31, 2001 — D. Grant
14. 2001/2002 Resource Allocation Summary - Update — D. Grant

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III INFORMATION ITEMS: Nil

Public Questions for Clarification

Future Meetings:

Board	Monday, February 25, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, February 27, 2002	7:00 p.m.

MINUTES OF THE COMMITTEE OF THE WHOLE
JANUARY 14, 2002

Those present: Reg Woodworth, Judith Bishop, Robert Barlow, Eleanor Johnstone, Wes Hicks, Wayne Marston, Ray Mulholland, Lillian Orban, Laura Peddle, Ian Thompson and Bruce Wallace.

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), E. Bond (Superintendent of Education – Secondary East), M. Botting (Superintendent of Instructional Services), A. Cupido (Superintendent of Plant Services), W. Joudrie (Superintendent of Education – City East) and C. Reid (Superintendent of Education – City West).

1. Call to Order

R. Woodworth called the meeting to order at 6:35 P.M.

2. Approval of the Minutes of the Committee of the Whole dated December 6 and December 13, 2001

It was moved by W. Hicks, seconded by W. Marston: That the Minutes of December 6 and 13, 2001 be approved.
CARRIED UNANIMOUSLY.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

Additional item:
10a) – Volunteer Appreciation – B. Wallace

It was moved by J. Bishop, seconded by W. Marston: That the agenda be approved as amended.
CARRIED UNANIMOUSLY.

5. Introduction of Chair of Assembly of Schools

C. Reid introduced the School Council Assembly members as follows:
Joe Spehar, Chairperson; Ruth Schofield, Vice-Chairperson and Tessa Ryan-Lipp, Secretary.

At this time, J. Bishop also recognized Michelle McNabb, President of Hamilton-Wentworth Home and School Association.

I ACTION ITEMS:

6. Early Dismissal Days to Support Literacy In-service

M. Matier outlined the report requesting the support for two early dismissal days. He added the Assembly of School Councils had been advised of the proposal.

In response to questions, M. Matier stated that there would be no additional transportation costs, the Catholic Board has also supported four early dismissal days and this is a valuable time to discuss literacy in our system.

It was moved by L. Peddle, seconded by J. Bishop: That The Hamilton-Wentworth District School Board conduct two literacy in-service sessions for all teachers on a shared-time basis between February and June 2002 and that students be dismissed from school one and one-half hours earlier than the regular dismissal time on the two days designated for this purpose.

R. Barlow asked if this now going to be standard year to year.

M. Matier responded this addresses this year only as the School Year Calendar for next year has not yet been approved.

In response to a query, M. Matier clarified the training session will be approximately three hours in length.

J. Bishop noted that community organizations that provide after school programs, for example, First Base, would require prior notice to attain additional staff.

M. Matier clarified the following points in response to questions:
- Professional Activity Days are allotted by the Ministry of Education.
- Early dismissal times will vary across the district with the least possible disruption to regular school routine.

To the motion, **CARRIED**, 9 in favour, 2 abstentions.

7. Grade 7 Summer School Pilot

M. Matier outlined the report noting that K. Croxall was not available to present the report due to an emergency. He clarified the report is asking for support to extend this pilot program for next summer.

It was moved by B. Wallace, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board receive the report of the Grade 7 summer School Pilot and support the expansion of the program in the summer of 2002 within available resources.

R. Barlow questioned whether this was a program that was open to all grade seven students across the district as all parents should have the opportunity for their children to attend.

M. Matier clarified this program is intended for at-risk students achieving a Level 1 or 2.

L. Peddle felt this should be communicated clearly to all parents, as this is a program intended for students requiring additional academic support.

W. Hicks asked that the word 'resources' be changed to 'grant from the Ministry'.

To the motion, **CARRIED UNANIMOUSLY**.

8. Executive Council Structure

In outlining the report, M. Matier clarified this plan is still subject to review. He added in discussion with P. Gillie and A. Cupido, the title for the Superintendent of Plant Services

position has been changed to Controller of Plant Services so it doesn't restrict qualified applicants.

> It was moved by R. Barlow, seconded by I. Thompson: That the number of Executive Council be reduced from twelve to eleven.

In clarifying, M. Matier stated that in the future there may not be adequate funding for twelve superintendents.

In response to a query, M. Matier clarified that Program and Assessment includes program and secondary school reform.

M. Matier clarified for L. Peddle the Executive Officer of Human Resources will be included in Executive Council meetings. He added it was stated in the report that this individual would have the same profile as a Superintendent in the organization.

L. Peddle felt the numbers of Executive Council are still twelve; however, with different dynamics.

In response to a query, M. Matier explained that the current salary for the Manager of Human Resources would remain for the new Executive Officer of Human Resources.

W. Hicks expressed concern at moving from junior, middle schools to a JK-OAC format and asked for a verbal update in a year's time.

R. Mulholland asked if the central office principals are funded from the administrators' funding envelope. M. Matier responded the funding comes from the envelope designated for consultants.

M. Matier advised members that in December 2001 they approved a human resources model that had an Executive Officer of Human Resources. He clarified the rationale was to open the door to other Human Resource professionals.

R. Mulholland felt the Executive Officer of Human Resources should have the same status as the Controller of Plant.

M. Matier assured trustees that the Executive Officer of Human Resources would have the same status as the rest of the team of Executive Council.

L. Peddle stated this report doesn't contain a recommended action. She suggested the plan could be approved in principle and Executive Council could bring back the details later.

J. Bishop felt the intent of the motion should be that there is actually one less Superintendent of Education rather than reducing Executive Council to eleven members.

Stating he had noted trustees' concerns, M. Matier advised members that he would take these suggestions into account.

R. Barlow withdrew his previous motion.

M. Matier clarified the Controller of Plant would have the same responsibilities as the Superintendent of Plant currently has.

L. Peddle reminded trustees that the Director has the authority to hire staff and the trustees were only giving approval for the change in title for the posting of Plant Services.

It was moved by L. Peddle, seconded by B. Wallace: That the posting for Controller of Plant Services be approved.
CARRIED, 10 in favour, 1 opposed.

Relationships

9. Eastern Basketball Championships

B. Wallace advised trustees he hoped the Board could host this basketball championship.

D. Grant clarified that an application by the Eastern Basketball Championships has been made with this event being held at various locations. The location is our school board at Ancaster High from June 27 – 30/02. He noted the cost for this would accumulate to $559.00 with the facility charge and overtime for caretaking staff. The typical cost including administration charges and GST would take the total cost to $1710.00.

In response to a query, D. Sage clarified that the reciprocal agreement between the City of Hamilton and the Board has not been used by the City in this situation.

D. Sage further clarified that in terms of the Board's policy, the Board has already granted a 50% reduced rate and the youth group rate. There has been a commitment to allocate different caretaking time.

W. Hicks felt whatever the Board decides to do needs to be equitable to other organizations, for example, The Silverfox Tournament.

D. Sage clarified the Silverfox is a school sponsored event where there is no facility charge.

W. Hicks asked what the facility charge for Ancaster vs. the cost for caretakers is.
D. Sage responded approximately $1000.00 for the facility rental and $560.00 for the caretakers.

W. Hicks felt the permit should be held until there is further information. For example, who is sponsoring the event, if there is a difference in the policy when taking into consideration a local invitational tournament.

B. Wallace felt that waiving the facility fee was something to consider for a national event.

J. Bishop thought this was important and asked that the information come back to the next Committee of the Whole meeting.

R. Mulholland felt the fee should be paid according to the policy.

B. Wallace agreed; however, there should be some flexibility to deal with special circumstances.

10a) Volunteers in our System

B. Wallace felt trustees should express their appreciation of the volunteers in our system. At this particular time he wanted to pay tribute to those who volunteered their time on The Apple newspaper, in particular, Iris Berryman. He noted his understanding was that she would no longer be the editor and he commended her hard work and dedication over the years.

It was moved by B. Wallace, seconded by E. Johnstone: That a letter be sent to Iris Berryman, former editor of The Apple Newspaper, commending the work she has done on a volunteer basis for The Apple Newspaper over the years.
CARRIED UNANIMOUSLY.

Governance

10. Board response to statement by T. Clement re reconsideration of funding formula

J. Bishop clarified she would like to send an email to staff regarding the addresses of the Provincial Conservation leadership candidates to Board staff in an attempt to gain support for the funding issues raised.

It was moved by B. Wallace, seconded by E. Johnstone: That the Chair send an email with addresses of the Provincial Conservation leadership candidates to Board staff.
CARRIED UNANIMOUSLY.

11a). Letter of Representation for Trustees

C. Reid outlined the request. Trustees L. Orban and E. Johnstone volunteered to be representatives for this committee.

Accommodation

12. New Templemead School Catchment Area

D. Grant outlined the report.

It was moved by J. Bishop, seconded by L. Orban: That the catchment area as defined in Appendix A and B dated January 14, 2002 for the new Templemead school be approved.

I. Thompson noted that there are still two schools that aren't closed yet. He felt this was giving preferential treatment to Templemead.

D. Grant reminded members this is step one of a lengthy process. He added this report is consistent with the action plan the Board approved in October 2001.

L. Peddle felt there needed to be more detail and wanted to know whether the stakeholders to the east and south of the boundaries had been consulted.

In response to a query, D. Grant clarified these are the boundaries the Catchment Redefinition Committee have recommended and Executive Council are supporting.

Responding to a question, D. Sage clarified the students living in the area south of Rymal Road would move to the west.

L. Orban clarified that the catchment committee had done a good job in keeping the boundaries within walking distance of the school.

R. Mulholland concurred stating that there has been a need for a new school in this area for fourteen years and the process of the public meeting has been done.

E. Johnstone asked how many parents were represented on this committee. D. Grant responded there were six school council representatives, one per cluster and two home and school representatives.

D. Sage noted that when a boundary is an arterial road it is usually kept to one side so students don't need to cross a major road.

I. Thompson asked if program been considered in the redefinition. D. Grant responded it had.

L. Peddle felt that there was still time for public consultation regarding the boundaries.

W. Hicks suggested the report be referred back to the committee so that it can be discussed with all stakeholders.

It was moved by W. Hicks, seconded by B. Wallace: That the New Templemead School Catchment Area report be referred back to the Catchment Redefinition Committee.

D. Grant noted there was a lot of concern regarding draft recommendations. This referral would be in order at this time.

L. Orban noted the catchment area for the students is within walking distance for their community school.

To the motion, **CARRIED**, 10 in favour, 1 opposed.

It was moved by L. Peddle, seconded by R. Barlow: That the Board blend Steps 1 and 2 of the Action Plan for the Templemead Area as follows:

February-March 2002: Engage approval of new Templemead catchment area; engage and complete process to identify school(s) for potential closure.

L. Peddle reiterated that trustees are not asking the Catchment Redefinition Committee to make any decisions around school closures; rather, that they discuss the first two steps of the action plan with the Templemead Closure Committee.

To the motion, **CARRIED**, 8 in-favour, 2 opposed, 1 abstention.

II MONITORING ITEMS:

Program

1. 2001 Average Class Size Report – Elementary

D. Grant outlined the report.

Monitoring Statement: The Hamilton-Wentworth District School Board is in compliance with Ministry elementary average class size requirement in 2001/2002.

Human Resources

2. Staffing Report – Full-Time Equivalent Positions

D. Grant outlined the report.

Monitoring Statement: The number of full-time equivalent positions in place for the Board as of December 31, 2001 is consistent with the number anticipated.

Resource Allocation

3. 2000/2001 Financial Statements and Surplus(Deficit) Schedule

D. Grant outlined the report.

Monitoring Statement: The audit of the 2000/2001 Financial Statements is complete and has resulted in an unqualified Auditors Report. In addition, it is noted that The Hamilton-Wentworth District School Board is in compliance with the Ministry's regulation regarding the enveloping of expenditures. The 2000/2001 Surplus (Deficit) Schedule is also attached.

4. 2001/2002 Financial Report – November 30, 2001

D. Grant outlined the report.

Monitoring Statement: Budget to actual trends that have been identified to date are outlined on page two of the report.

The open session then adjourned at 8:55 p.m.

kc

MINUTES OF THE COMMITTEE OF THE WHOLE
JANUARY 21, 2002

Those present: L. Orban (Chair), Wes Hicks, Wayne Marston, Ray Mulholland, Laura Peddle, Ian Thompson, Reg Woodworth, Judith Bishop and Graham Hillgren (Student Trustee).

Regrets: Robert Barlow, Eleanor Johnstone and Bruce Wallace.

In attendance: M. Matier (Director of Education and Secretary), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), M. Botting (Superintendent of Instructional Services), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

1. Call to Order

R. Woodworth called the meeting to order at 6:30 p.m.

2. Approval of the Minutes

Nil.

3. Business Arising from the Minutes

Referring to a request for clarification regarding the Executive Council structure at the January 14th Committee of the Whole meeting, the Director advised members that the information was placed in their lockers this afternoon.

4. Approval of Agenda

Added item:

10a. Verbal Update re Eastern Basketball Championship

It was moved by W. Hicks, seconded by I. Thompson: That the agenda be approved as amended.
CARRIED UNANIMOUSLY.

R. Woodworth called on L. Orban to chair the open session.

I ACTION ITEMS:

Program

5. Marks of the Two Secondary Cohorts

Referencing the laydown report, J. Bishop spoke briefly on the on-going concerns at the secondary school level as a result of differing marks criteria for the two cohorts. She then called on E. Bond who reviewed the report.

E. Bond stated the double cohort presents issues for school boards and at the provincial level. In addressing the concerns at the system level, she said staff looked at a variety of ways of sharing timetable to enable parents to plan. However, the lack of feedback from the Ministry has hindered the consideration of the students involved and the different assessment tools. She stressed the need for consistency and equity in this area.

It was moved by J. Bishop, seconded by R. Woodworth: That The Hamilton-Wentworth District School Board send a letter to the Minister of Education with a copy to the Minister of Colleges and Universities, requesting clarification and direction from the Ministry regarding their plans to optimize equity of opportunity for acceptance of OSIS and OSS students, who are part of the double cohort, into post secondary institutions.

Responding to L. Orban's query, E. Bond clarified there are two types of assessments currently used and the main concern was that the students may not be properly assessed based on these two assessment tools.

To the motion, **CARRIED UNANIMOUSLY**.

6. School-to-Work Report

It was moved by R. Woodworth, seconded by W. Marston: That the Vision, Goals and Action Plan in the School to-Work Report be approved.

E. Bond provided an overview and then called on Lawrie Cook, Secondary School Reform Consultant, who provided a Power Point presentation regarding the issues and rationale behind the School to Work Vision, Goals and Action Plan outlined in the report.

In expressing appreciation for the report, W. Marston commented on the need in Canada to develop future workers who will replace the "baby boomers" at the workplace when they retire. He considered this program a good start in addressing this issue.

In response to L. Peddle's concerns, E. Bond clarified this initiative will be implemented within existing resources and resource allocation for further planning/expansion will be considered during the budget deliberation. She emphasized the system has the capability to start the project at this time given that schools have different needs and not every school can offer all the courses. E. Bond stated further that the presentation of the program to elementary principals and parents will be critical; majority of parents have concerns with the failure of their children halfway to the university level. She noted that it is critical to assist these students and not just focus on the failure rate.

When J. Bishop questioned the system support, L. Cook said the Ministry deemed this to be the responsibility of the schools (through the joint efforts of the principals and Co-operative Education teachers). The system support now in place will be further expanded.

E. Bond agreed with W. Hicks that this programming will have implications to the on-going catchment redefinition review and the need for some flexibility around this area.

To the motion, **CARRIED UNANIMOUSLY**.

7. Resolution from Trillium Lakelands District School Board re Teacher Librarians

It was moved by R. Woodworth, seconded by J. Bishop: That the Board send a letter to the Ministry of Education supporting the resolution from Trillium Lakelands District School Board re Teacher Librarians.

When asked for his input, W. Joudrie commented that, with the library being an important focus for learning, additional resources are always welcome.

At W. Joudrie's request, the Chair asked that the Board seek clarification on whether the resolution pertains to elementary or secondary staffing ratio.

To the motion, **CARRIED UNANIMOUSLY**.

8. Resolution from Halton District School Board re Standards for Students with Exceptionalities

J. Bishop recalled last year the Ministry was going to look at standards within each exceptionality but was delayed due to considerable paper work. Stressing the significance of this issue,

It was moved by J. Bishop, seconded by I. Thompson: That the Board send a letter to the Ministry of Education supporting the resolution from the Halton District School Board re Standards for Students with Exceptionalities.
CARRIED UNANIMOUSLY.

Human Resources

9. Occupational Health and Safety Policy

It was moved by R. Woodworth , seconded by J. Bishop: That the Occupational Health and Safety Policy be referred to the Joint Advisory Committee.

A. Cupido acknowledged the efforts of those involved with the preparation of the document.

To the motion, **CARRIED UNANIMOUSLY**.

Relationships

10. Update – Equity Policy

It was moved by J. Bishop, seconded by R. Woodworth: That the Board agree to the "Draft Equity Policy" development plan presented in Future Actions of this report.

Using Power Point, C. Reid and Gail Belisario, ESL/NSL/Antiracism Consultant, presented the report.

To the motion, **CARRIED UNANIMOUSLY**.

10a. Verbal Update re Eastern Basketball Championship

D. Grant recalled it was reported at the January 14th Committee of the Whole meeting that this group applied for access to the Ancaster High School facility for a basketball championship event on June 27-30, 2002. He then called on D. Sage, Manager of Accommodation and Planning, to provide an update on the issue.

In apprising the members, D. Sage highlighted the following:

- This sports event, called Eastern Canadian Championship, will be held at two locations (Firestone Community Centre and Ancaster High School). This is an elite tournament and local school teams are not represented. Sixteen teams have registered to date and paid the tournament entry fee of $350. The proceeds from the event would be split among the sponsors, Ancaster Magic Basketball Association and the Ontario Basketball Association.
- The event will require approximately forty hours gym time at Ancaster High School. The preliminary associated cost as determined by Board policy is estimated at $1,700 (including caretaking overtime costs).

- The Silverfox tournament is run annually by Glendale School. Proceeds raised from this event go back to the Glendale Athletics funds. (There is no facility charge for school-sponsored events.)
- The City of Hamilton will be charging $15 per hour for the use of the Firestone Community Centre.

It was moved by W. Hicks, seconded by W. Marston: That the verbal update re Eastern Basketball Championship be received for information.
CARRIED, 7 IN FAVOUR, 1 ABSTENTION.

R. Mulholland asked that he be recorded as having abstained from voting.

J. Bishop said the Board's Facility Use policy consists of several levels. She felt there may be further discussion about this at next week's regular Board meeting, e.g. reciprocal agreement between the City of Hamilton and the Board.

Accommodation

11. Catchment Redefinition – New Process

The Director noted the information outlined in the report resulted from several caucus meetings about the issue.

It was moved by R. Woodworth, seconded by W. Marston: That the Board approve the revised timetable and process for catchment redefinition.

Stating he was speaking as a trustee and not as trustee member of the Catchment Redefinition Committee, W. Hicks did not support the recommended action, believing public consultation should be held at the beginning of the process

L. Peddle recalled she identified three areas which did not fit with the whole process and these have not been addressed to date, adding she did not think the work of this committee is finished. She would like to see the workshop moved ahead with the committee's report and Executive Council's final report put on hold until the outstanding issues are considered.

Based on previous discussions of the catchment redefinition issue, J. Bishop said trustees were able to identify several areas of concerns, including the setting of priorities/catchment areas with respect to the construction of new schools. She assured that the work of the Catchment Redefinition Committee will not be lost throughout the process.

D. Grant clarified for L. Orban that School Councils will have an opportunity to provide input through the public consultation process.

To the motion, **CARRIED, 5 IN FAVOUR, 3 OPPOSED.**

II MONITORING ITEMS:

Program

12. Average Class Sizes in Grades 9 and 10

It was moved by I. Thompson, seconded by R. Woodworth: That the Average Class Sizes in Grades 9 and 10 Report be received for information.
CARRIED.

When J. Bishop voiced her concerns with the ranges in the figures shown on Page 12-1 (Summary of Grade 9 and 10 Class Size by School), J. Wibberley clarified that these may be attributed to several factors, e.g. the numbers are not updated (some of the lines eliminated have not been taken out or the figures are deflated at this time); staffing formula and school timetabling.

J. Wibberley confirmed for L. Orban that the reduction of about 80 lines will result in the recovery of the $2.5 million deficit relative to the enrolment projection for semester 1.

Public Questions for Clarification

Nil.

It was moved by R. Woodworth, seconded by I. Thompson: That the Committee move to the in-camera session.
CARRIED UNANIMOUSLY.

The open session then adjourned at 8:05 p.m.

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#5

Norwood Park School
165 Terrace Drive
Hamilton ON L9A 2Z2

February 7, 2002

Board of Trustees
Hamilton-Wentworth District School Board

Re: Norwood Park School Council response to FI Review Recommendations

Further to our request to appear as a delegation at the Committee of the Whole meeting on February 11th, 2002, this letter is to express the comments we intend to present at that meeting.

By way of background, Norwood Park School is located on Terrace Drive on Hamilton Mountain in the area of Upper James and Mohawk Streets. Formerly a closed school, it was re-opened as a single track French Immersion school, meaning that all students at the school are in the French Immersion program and therefore all of the parents are committed to a bilingual education for their children. It continues as the only single-track French Immersion school under the jurisdiction of the HWDSB today.

Norwood Park School Council has discussed the proposed French Immersion Review recommendations sent to us by the French Immersion Advisory Committee (FIAC). There are a large number of excellent recommendations, many of them relatively simple to implement with current staff and financial resources. We commend the efforts of the Committee.

We would however, like to bring the following comments to your attention. Please note that at the time of writing this submission, the Board staff report related to the FIAC recommendations was not yet publicly available and therefore there is the possibility that our comments on February 11th may vary somewhat depending on the content of the Board staff report.

Program Consistency and Standards:
We agree with these recommendations. In particular, we feel that it is important to standardize the amount of teaching in French at all schools within the Board. We also feel that Science must be taught in French at the middle school level, if at all possible, to ensure that students are appropriately prepared for high school. As an interim measure, the provision of subject specific vocabulary would be very helpful. Ensuring there is a sufficient breadth of courses available in high school, is also important.

Norwood
Parents for French

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Resources and Support:
Recommendation #1 states that the Board should "increase the level of funding and support available for French Immersion schools utilizing funding available in the Ministry Language Grant." We completely agree with this Recommendation. In our review of the Board's financial information, we note that not all of the Ministry Language Grant provided to the HWDSB for FI is used directly for FI purposes. Rather, these funds have been allocated by the Board for other uses. Furthermore, in the FIAC recommendations, there appears to be no strategy included to address this issue at the Board level, only at the individual school level. Our recommendation is that 100% of the Ministry FI allotment be allocated to French Immersion to allow proper resources to be provided to students, teachers and parents.

We particularly endorse the strategy to provide additional support to parents of FI students. In addition, there needs to be appropriate support for FI teachers. Teachers are concerned that grade appropriate FI material is not always available to students, particularly for topic specific units at the middle school level. It is time consuming for teachers to translate individual units as required, while the translation of that same unit may be duplicated at other schools. We are pleased to note that the FIAC recommendations now contain a recommendation for a process to be established for the efficient and appropriate sharing of FI school resources, including translated units of work, between schools. If implemented, this recommendation would provide students with improved learning materials and reduce teacher frustration due to lack of appropriate French materials.

Staffing:
We support these strategies and want to emphasize the importance of maintaining a FI Consultant to ensure sufficient support for the FI program throughout the Board.

Enrolment:
We are in agreement with these recommendations, particularly having a strong promotional program aimed at parents of children entering SK. This will help to ensure a strong future for the program in Hamilton-Wentworth. The strategy to address the additional information and marketing requirements in transition years, (Grade 5-6 and Grade 8-9) should include an explanation of EQAO testing and results. This will address the concerns of parents who question the differing abilities of their children, if any, when writing the test as compared to their "English only" peers.

Transportation:
Clearly, transportation is a very important, yet very sensitive issue for current and potential FI students. Since transportation is not provided for FI students, it requires a particular dedication of parents (and often a second family vehicle) to bring children to a school outside of their normal catchment area, perhaps leading to an "elitist" label. We also have anecdotal evidence that children have never had the opportunity to enrol in FI or have been transferred out of the program because of transportation issues. Parents surveyed by the Norwood Park School Council in 2001 indicated that free busing would

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make attending Norwood Park, and therefore a FI program, more attractive. The strategy to establish centralized pick-up spots for FI students is a step in the right direction. That being said, we feel the Board should provide our students with full transportation service to ensure that all students desiring an FI program are given equal access, irrespective of where they live or the location of the nearest FI school. We understand that HWDSB is one of only three other school boards in Ontario that does not provide transportation for FI students. It has been clearly shown that interest and growth in FI programs is directly related to the provision of transportation by the respective school board. We strongly encourage the proposed co-operation with the Catholic school board to provide joint transportation and save costs.

In situations where FI programs in certain schools are terminated, the provision of transportation for affected children to the nearest FI school is critical, to allow them to continue on in the program.

Sites for French Immersion:
We understand the necessity of the recommendations to close certain FI sites within the Board. We do, however, encourage that any closures be staged over several years, so as not to give the impression of eliminating the FI program entirely. This would also provide time for parents make appropriate decisions regarding their children and allow schools to plan for future years with regard to staffing and space. Combining two schools into a joint FI program, may, in fact, generate additional enthusiasm and infuse new life into the program. However, we refer you back to our comment above regarding the importance of transportation for displaced children.

We hope that any closure of FI in a particular school would be temporary, until such time as sufficient numbers of children warrant the re-opening of a revived program. Further, there needs to be a clear strategy and commitment by the Board to determine where interest in FI is high so that new FI programs can be opened in appropriate locations throughout the new City of Hamilton. This will ensure that all students, particularly those not previously in the Hamilton Board, are given an equal opportunity to be educated in FI in a neighbourhood school. If an FI school is not actually in a particular area, then transportation must be provided to those students to ensure that the program truly is accessible to all those desiring it.

Conclusion:
We extend our appreciation to Krys Croxall, Claudette Sims, the two FI Review work groups and the entire FIAC team for the tremendous effort put forth to prepare the FIAC recommendations. We hope that the Board will incorporate our comments into the final recommendations and look forward to the Board's continued, and, indeed, increased support for French Immersion. As a school, we are convinced of the benefits of a French Immersion program for our children, for the schools and for the community.

Yours sincerely,

Leena Jaanimagi, on behalf of Norwood Park School Council

Norwood
Parents for French

Canadian Parents for French – Hamilton Wentworth

Presentation To Hamilton Wentworth District School Board

Monday February 11, 2002

Introduction:
Canadian Parents for French - Hamilton Wentworth would like to thank you for the chance to provide input to the French Immersion Review. One of this organization's primary goals is to "work for the betterment, continuation and expansion of French as a Second Language Programs in Hamilton Wentworth".

What is Canadian Parents for French?

Structured into 3 tiers:
Across Canada:
- ⇒ CPF National works with the federal government and national organizations involved in education to create an environment supportive of French second language education.
- ⇒ CPF provides volunteer training and development.
- ⇒ CPF provides information and resources about French second language learning.

In Ontario:
- ⇒ CPF Ontario works with the Ministry of Education, teacher organizations, and other groups concerned about education to ensure that there is support for French second language education.
- ⇒ CPF organizes French language activities for students from across the province or territory

What is CPF Hamilton Wentworth?
The Hamilton Wentworth Chapter of Canadian Parents for French was formed in December 2001, born out of concern on the prospects of FI in the HWDSB, some of the founding members which served on the Program and Accommodation work groups. We are an enthusiastic and informed group of volunteers who plan to dedicate our time and efforts to be positive and constructive partners in French as a Second Language education in Hamilton Wentworth.

Our Goals
- ⇒ To work for the betterment, continuation and expansion of French as a Second Language programs in Hamilton Wentworth.
- ⇒ To increase parents/guardians' understanding of French as a Second Language programs.
- ⇒ To increase parental involvement in the education system at all levels.
- ⇒ To promote French language learning opportunities for students, teachers and parents/guardians.
- ⇒ To foster a positive partnership between parents/guardians and Hamilton Wentworth School Boards.
- ⇒ To build connections between students and parents/guardians in Hamilton Wentworth's anglophone and francophone communities.
- ⇒ To build partnerships between Canadian Parents for French Hamilton Wentworth and other CPF communities

Our Comments on the French Immersion Review

Canadian Parents for French (CPF) – Hamilton Wentworth is especially pleased to see the following Recommendations have been made as the result of the FI Review process:

- increasing the number of subjects offered in French at the secondary school level;
- providing certificates and recognition to students who complete the FI Program to Grade Eight;
- increasing the opportunities for French cultural enrichment (trips & activities);
- providing information to support parents of FI students at all Grade levels;
- offering formal FI information evenings for JK parents; and
- marketing FI to transitional students entering middle and secondary school.
- Bilingual LRT support
- That the 'French as a Second Language Consultant' staff position be maintained and augmented by the School Board as an essential means of supporting parents, students and teachers in the French Immersion Program.
- The closure and consolidation of any FI school be conducted in a staged fashion in conjunction with community input.
- That the CPF is recognized by the Board as a :
    - resource organization dealing with joint programming and cultural enrichment (Program Consistency and Standards Section). As stated, one of our goals is to "promote French language learning opportunities for students, teachers and parents/guardians".
    - And is mentioned in the Resources and Support Strategy that discusses the creation of a Network for communication and collaboration among parents

In addition to the changes listed above, CPF-Hamilton Wentworth feels that the following issues should also be addressed by the Review so as to enable the Board to boost and maintain pupil enrollment and assure a long-term future for French Immersion in Hamilton.

a) Resources & Support

The Resources and Support Recommendation #1 states that the Board should "increase the level of funding and support available for French Immersion schools utilizing funding available in the Ministry Language Grant". CPF-Hamilton Wentworth completely agrees with this Recommendation and suggests that the following Strategy be included in the Review to ensure its implementation:

"All French Immersion Language Grants allocated by the Ministry of Education will be distributed to French Immersion Schools."

d) Transportation

The provision of transportation is critical to increasing pupil enrollment and ensuring the success of a French Immersion Program. Many Hamilton Wentworth parents are unable to access French Immersion schools for their children. In June 2001, CPF Ontario completed its study of "Transportation to French Immersion and Extended French Programs in Ontario School Boards". This study found that of the 55 School Boards with French Immersion or Extended French Programs, Hamilton Wentworth is one of only three Boards that does not provide any form of bussing. The study concluded that adequate transportation has a great impact on both the accessibility and sustainability of programs in French Immersion.

When some children are left out of French Immersion programs because there is inadequate Board transportation, there is a concern that the Program will become elitist. Parents who do not own a second car (or a first car) will find it very difficult to get their children to a French Immersion School and therefore to provide their children with the same opportunities afforded more affluent parents. This concern will grow if the Board elects to withdraw the FI program from several of the schools listed in the Review –most of which are located in the east part of Hamilton.

The Province of Ontario provides a grant of $295.00 per pupil enrolled in French Immersion. If bussing is introduced by the School Board, the number of French Immersion pupils will increase and the Ministry Language Grant will increase accordingly. This is a win-win situation for pupils in Hamilton Wentworth District School Board.

The Recommendations of the FI Review propose that centralized pick-up points be introduced to serve students attending FI schools. While CPF Hamilton Wentworth applauds this suggestion as a useful first step, we feel that FI Students should be eligible for the same transportation service as pupils who attend core English programs. The Board could consider staggered start times and sharing buses with the Hamilton Wentworth Separate School Board to achieve this objective. CPF Hamilton Wentworth suggests that the following strategy be included in the Review Recommendations:

"That French Immersion elementary school students residing within developed urban areas as defined by the Official Plan prepared by each local municipality, will be eligible for transportation services when the walking distance exceeds 1.6 kilometres."

Thank you again for the opportunity for our organization to provide our comments and suggestions to the 2001 French Immersion Review.

#7

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.
Signature: M. Matier
Date: Feb 7, 2002

TO: Merv Matier, Director of Education and Secretary
FROM: Krys Croxall, Superintendent of Program and Assessment
RE: Report of the French Immersion Review Committee
DATE: February 6, 2002

Recommended Action:

Moved by _____, seconded by _____ that the recommendations of the French Immersion Review Committee be directed to administration for implementation where/when feasible, in concert with the Strategic Directions of the Board.

RATIONALE

Over the past few years changes in the education system with new Ontario Curriculum, new teachers and principals for French Immersion schools, have resulted in a need to ensure greater consistency and standardization in the program offerings available to students across the system. There is also a need to generate data to better understand the needs of the students the French Immersion program is serving to see if affordable interventions can be developed to maintain student enrolment and high academic standards. Many of the strategies suggested can be implemented in the short-term while others will require long-term planning and policy amendment.

The Board benefits from Ministry funding (the Language Grant) that supports programs like Core French and French Immersion. Resource allocation analysis over the past two years has indicated that an increasing proportion of the Language Grant is being applied to other areas of need within the Board. Some of the strategies suggested with budget implications may not be immediately possible and will have to be considered in the light of other strategic direction and budget priorities (eg. requests that additional resources and support be provided to French Immersion schools using the allocation available in the Language Grant). Support for parents and the building of communication networks between the FI schools are other areas where increased efforts appear to be required.

Although much progress has been made in staffing for French Immersion schools, there is a continuing need to attract and maintain qualified French Immersion teachers in the Board. Formulas and procedures are suggested to accomplish this but need to be considered within the total staffing situation.

The Review has pointed out that parents and staff want to be assured of Board commitment to the program. Suggested strategies relate to the need to promote the program more actively, particularly with entry-level parents and students, and then to support students and parents at critical transition points (e.g. Grade 5 to 6, Grade 8 to 9). Certain strategies suggested are already being implemented within existing budget and personnel while others will require additional consideration.

This section of the review is probably the most critical as well as controversial and would require policy changes if implemented.

Because there has been a declining enrolment problem in French Immersion, there need to be some standards for viable schools (for establishing, maintaining and closing French Immersion "magnet" sites, both single and dual track); suggestions for these standards are made in the strategies and if carried forward, would result in several sites being considered for consolidation or closure. The most serious closure issues are (in the elementary panel) Sanford Avenue and (in the secondary panel) Sherwood and

need to be addressed in a timely way. Transportation for displaced students is suggested as a method of assisting students whose school is consolidated, phased out or closed. Another suggested strategy to capitalize on interest in French Immersion in newly built up or more distant areas of the Board is to consider the implementation of a "home school" approach which would support French Immersion in sites where the critical minimum numbers for viability are met within a catchment area; out-of-catchment would not be allowed for the purpose of registration in French Immersion in any "home" school.

Transportation remains the critical issue. The Board is one of only a few Ontario Boards that do not provide transportation of any kind for French Immersion. This certainly limits the expansion of the "magnet" school program. The recommendation talks of a limited transportation (area to area) but that would involve amendment to the Board's Transportation and French Immersion policies as well as additional cost for transportation, despite the equity issues such changes would address.

7-2

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education
From: Executive Council
Krys Croxall, Reporting Superintendent
Re: ***French Immersion Review Report***
Date: February 6, 2002

EXECUTIVE SUMMARY

SUMMARY OF THE RECOMMENDATIONS OF THE REVIEW COMMITTEE

PROGRAM CONSISTENCY AND STANDARDS

1. That the Board set expectations and monitor for greater consistency in program standards for the French Immersion program.
2. That the Board support high academic achievement for French Immersion students while enhancing French language cultural and recreational opportunities provided by the school.

RESOURCES AND SUPPORT

1. That the Board increase the level of funding and support available to French Immersion schools utilizing funding available in the Ministry Language Grant.
2. That the Board increase information and support available for parents of French Immersion students.

STAFFFING

1. That the Board actively recruit and maintain a staffing complement of enthusiastic, satisfied and qualified teachers for the French Immersion program.
2. That using the funding available in the Language Grant, the Board develop and apply staffing formulas to support FI programs, especially for dual track schools.

ENROLMENT

1. That the Board actively promote and market the French Immersion program, especially targeting parents of entry level students.
2. That the Board attempt to maintain students within the French Immersion program.

TRANSPORTATION AND SITES FOR FRENCH IMMERSION

1. That the Board attempt to provide French Immersion programs in as many viable schools as possible.
2. That the Board provide limited area to "magnet" school transportation service.

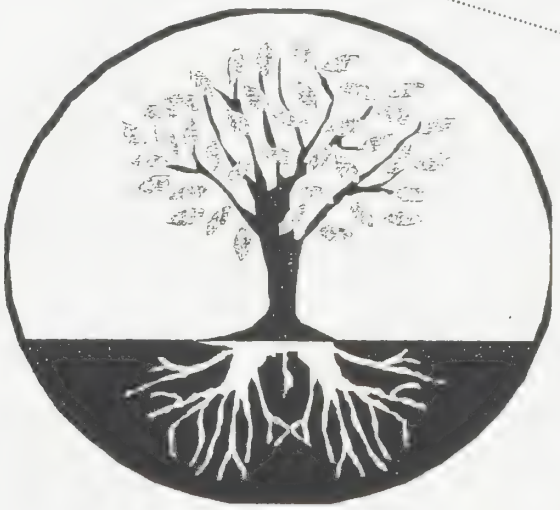
Decisions Required:

Referral of the recommendations to Executive Council for implementation where/when feasible, in concert with the Strategic Directions of the Board.

7-3

The Hamilton-Wentworth District School

Report of the FRENCH IMMERSION REVIEW



February 2002

REPORT OF THE FRENCH IMMERSION REVIEW

Last spring the Board approved a recommendation for a review of the French Immersion Program. The French Immersion Advisory Committee was designated as the Steering Committee for the review. Initial feedback was requested from all French Immersion schools, School Councils and Home and School Associations to assist in directing the review. The overall goal of the review was that:

The Hamilton-Wentworth District School Board offers a strong and viable program that results in high standards of student achievement into the future.

In September two work teams (of principals, teachers and parents who were not members of the French Immersion Advisory Committee) were established to examine program and accommodation issues. The work teams met during the fall to develop recommendations and strategies to address the identified areas of concern and to support the creation of a strong and viable French Immersion program for the Board. The parameters identified by the Work Teams are attached as **Appendix A**.

In order to ascertain the status of French Immersion programs across the province to inform our local review, a survey was sent to boards across Ontario. A copy of the feedback received is attached as **Appendix B**.

The report of the work teams was considered by the Steering Committee and a final draft set of recommendations was completed by December 10, 2001. The recommendations were sent out to all French Immersion schools, School Councils and Home and School Associations with a request for feedback. On January 31, 2002 the French Immersion Advisory Committee (Steering Committee) met to review the written input received by letter and email and made final revisions to the draft recommendations. The final report of the committee is attached. The feedback has also been attached as **Appendix C**.

The French Immersion Review Report addresses five major areas:

- Program Consistency and Standards
- Resources and Support
- Staffing
- Enrolment
- Transportation and Sites for French Immersion

There are a total of ten recommendations with 46 supporting strategies.

Appreciation must be expressed to the many people who worked on this report as members of the work teams and the Advisory Committee (attached as **Appendix D**). The FIAC meetings were open to parents and staff members; this provided additional feedback and opportunity for dialogue with stakeholders. Finally the support of Claudette Sims, Ontario Curriculum Consultant, was a major factor in the timely development and revision of the Review Report.

FRENCH IMMERSION 2001 ~ RECOMMENDATIONS

ACTION PLAN: PROGRAM CONSISTENCY and STANDARDS				
GOAL: The Hamilton-Wentworth District School Board offers a strong and viable program that results in high standards of student achievement into the future.				
RECOMMENDATION: 1. That the Board set expectations and monitor for greater consistency in program standards for the French Immersion program 2. That the Board support high academic achievement for French Immersion students while enhancing French language cultural and recreational opportunities provided by the school				
Alignment (Refer to the six filters: Process/Structure/People/Information/Decision/Rewards				
Strategies	**Resources**	**Responsibility**	**Timelines**	**Indicators of Successful Strategies**
The FSL consultant invite new FI teachers to an orientation meeting in August (before new school year)	Within established board budget	FSL Consultant HR Department (to inform of new hires)	Annually	Inservice provided and tracked
The percentage of time spent on French be consistent throughout the Board: 50% at Middle school and in K-5 all subjects be taught in French except English language and subjects delivered to allow FI teacher release time to a maximum provided under contractual provisions (currently 150 minutes per week); standardize the amount of time spent on French and on English (through an Administrative memo)	Policy revision Administrative Memorandum (SO responsible for FI)	Board SO's and principals of FI schools	Annually	Policy revised Administrative Memorandum distributed Timetables reflect the percentages laid out
Science in FI schools: (a) A concerted effort be made to find qualified French teachers of Science (b) Schools will teach Science in French in Middle school only when qualified staff is available (c) Students will receive FI Science vocabulary in Science to help in the transition to secondary		SO's, principals and HR staff during recruitment process FSL Consultant and FI teachers (elementary and secondary)	Recruitment for FI in late winter/early spring Annually	Qualified FI Science teachers have been hired Standard lists have been created and provided to students
Increase the number of subjects offered in French in secondary school to allow enough choice in order to meet both secondary school requirements and also FI certificate requirements	Qualified subject specialist Sufficient enrolment to generate additional courses – course calendar	Secondary FI principals Guidance staff in FI school(s)	Annual development of course calendar	Additional subject areas offered to increased enrolment
Establish a method of recognizing the French Immersion component of education for students who complete the required hours SK to Grade 8 (e.g. seal)	Gold seals for certificates	FSL Consultant FIAC Administrators of Grade 8 FI schools	Annually	Certificates are awarded in June
The SOE responsible for FI meet with FI principals at least once per term to discuss issues/ information pertaining to FI		SO responsible for FI FSL Consultant	Ongoing	Meetings provided and information shared
Develop a guideline/booklet with information about issues pertaining to FI to support principals of FI schools	Personnel and time to prepare handbook Printing costs	FSL Consultant SO Administrators	2001-2002 school year	Booklet provided to principals
Develop a form to gather exit information including the	Personnel and time	FSL Consultant	June 2002 for first	Graduate information received and tracked

FRENCH IMMERSION 2001 ~ RECOMMENDATIONS

destination of secondary FI graduates to be completed by secondary schools annually (all grade 9's that enter FI program would be tracked at graduation (transition times)	to develop tracking form and to track graduates Printing costs	FIAC Secondary Heads	report on graduates All grade 9 entrants to have form placed in OSR during 2001-2002 school year (or be tracked through Trevlac)	Methodology to track secondary FI students in place
Develop a form to gather information on any students leaving the program in elementary school	Personnel and time to develop tracking form and to track leavers Printing costs	FSL Consultant FIAC Individual administrators	Tracking form in place for the 2002-03 school year	Information received and tracked
Outline a process so: • Parents can make an informed decision with regard to withdrawing students from FI • Schools have strategies in place to deal with students who need remediation/support as an alternative to leaving the program (e.g. school staff, volunteers, peer mentors)	Personnel and time to develop standard process/information package Personnel and time in schools to provide remediation and support	FSL Consultant FIAC FI administrators and teaching staff	Implement for 2002-03 school year	Standard process and information package in place Every school to have outlined remediation and supports available for FI students having difficulties
Ensure that English is taught by an appropriate teacher who is someone other than the FI teacher	Staffing to provide English instruction	SO responsible for staffing process FI administrators	On-going	School data including EQAO results
Encourage joint programming (e.g. trips, film festivals, activities) between core French and FI staff and students in dual track schools to increase the opportunities for cultural enrichment	FI and Core French teachers in dual track schools Parents and community support Canadian Parents for French	FI administrators and teachers	On-going	Increased examples of joint programming

FRENCH IMMERSION 2001 ~ RECOMMENDATIONS

ACTION PLAN: RESOURCES and SUPPORT

GOAL: The Hamilton-Wentworth District School Board offers a strong and viable program that results in high standards of student achievement into the future.

RECOMMENDATION:

1. That the Board increase the level of funding and support available to French Immersion schools utilizing funding available in the Ministry Language Grant
2. That the Board increase information and support available for parents of French Immersion students

Alignment (Refer to the six filters: Process/Structure/People/Information/Decision/Rewards

Strategies	Resources	Responsibility	Timelines	Indicators of Successful Strategies
The allocation made to FI on the school budget must be spent on FI materials	School budget allocation for FI	SO FI Principal	Ongoing	FI allocation spent on FI classes and students French Immersion classes are adequately resourced
Report the amount for FI in the school budget in a separate line that clearly identifies it as French Immersion rather than included with Core French, NSL or ESL	School budget information	SO Business, Manager of Budget	2002-03 school year	Budget information is reported as outlined
Ensure that FI schools have bilingual resource personnel to support students and teachers from within the current complement of staff	FI teachers with special education qualifications	Administrators of FI schools	2002-03 staffing process and subsequent years	All FI schools have bilingual LRT support
Post teacher librarian, Information technology positions and other support positions in FI schools with "French an asset" (emphasis on oral skills)	FI teachers with appropriate qualifications	Administrators of FI schools	2002-03 staffing process and subsequent years	Postings for teacher librarian, IT and other support positions in FI schools include "French an asset"
Establish processes for: ♦ IT and the media library to systematically address FSL needs across the Board (e.g. software and media/kit materials, site licenses) ♦ Efficient and appropriate sharing of FI school resources including units of work between schools	Budget	FSL Consultant IT team Media library and kits staff	Ongoing	The number of French resources available increases or meets the needs of FI schools
Offer some centrally organized sessions through the FI consultant for parents every year on the following: • Kindergarten information meetings • Transitions from grade 5 to 6 and 8 to 9 • Other sessions as requested by schools	Budget for meetings and print materials	School administrators and teachers FSL Consultant	2002-03 school year for full implementation	Meetings are offered and attendance is tracked Grade 6 and Grade 9 schools develop orientation processes for students and parents
Provide information to support parents of French Immersion students to assist them in supporting their children in a second language programme	Printing	FSL Consultant Administrators FIAC	2002-03 school year for full implementation	Information is provided for parents (e.g. website, booklets)
Assist the French Immersion School Councils and French Immersion Home and School parents to create a network for communication and collaboration	FIAC Budget for meetings and materials Canadian Parents for French	FSL Consultant Administrators School Council and/or Home and School FI parents		FI School Councils and H&S have names of parent contacts in all other FI schools Increased parent attendance and participation in the work of FIAC (it acts as a venue/clearinghouse for FI parents to share information and communicate)
Maintain the position of FSL Consultant in the HWDSB as an essential means of supporting parents, students and teachers in FI	Budget	Board SO's	Ongoing	There is a Curriculum Consultant position with a portfolio that includes French as a Second Language

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FRENCH IMMERSION 2001 ~ RECOMMENDATIONS

ACTION PLAN: STAFFING

GOAL: The Hamilton-Wentworth District School Board offers a strong and viable program that results in high standards of student achievement into the future.

RECOMMENDATION:

1. That the Board actively recruit and maintain a staffing complement of enthusiastic, satisfied and qualified teachers for the French Immersion program
2. That using the funding available in the Language Grant, the Board develop and apply staffing formulas to support FI programs, especially for dual track schools

Alignment (Refer to the six filters: Process/Structure/People/Information/Decision/Rewards

Strategies	Resources	Responsibility	Timelines	Indicators of Successful Strategies
Ensure that the number of students in same grade recombined classes reflect the average numbers of that division in that school (K-G)		SO FI administrators	Ongoing	The numbers of students in recombined classes will reflect the average numbers in that school
Provide a responsibility allowance for teachers of FI (similar to LRT's)	Collective Agreements Budget	Board and unions	?	Increased recruitment, retention of FI staff
Wherever possible, apply the staffing process in general to reduce the fragmentation of FI positions (.5 positions)		SO responsible for staffing process FI Administrators	Ongoing	FI teachers feel satisfied with their job assignments as demonstrated by continuity and low turnover
Ensure that elementary FI schools continue to receive additional FTE to allow for equitable school organisation	Staffing Budget	SOE responsible for staffing FI principals	Ongoing	FI schools receive adequate staffing to address issues such as English instruction etc.
Continue to pool hire widely for French Immersion and FSL positions early in the elementary and secondary staffing processes (December – February) and that **bilingual** personnel be identified to be part of a larger interview team in order to more equitably spread this responsibility: e.g. principal pairs, principal/teacher, principal/consultant, retired principals ♦ identify subject specialists at secondary who are also fluent in French (on resumes, interview questions)	SO and HR personnel and recruitment teams Budget for recruitment	SO responsible for staffing HR	As per recommendation	Bilingual individuals who can be part of a hiring team are identified and the list is made available Early recruitment process establishes a large pool of qualified FI teachers for FI staffing needs
Support the school-based hiring process where principals who are not fluent, have a fluent speaker (teacher/principal) on the interview team to assess candidates French skills for their school	List of bilingual individuals to assist with interviewing	SO responsible for staffing HR	Ongoing	A list of bilingual individuals who can assist in interview teams is developed and made available

FRENCH IMMERSION 2001 ~ RECOMMENDATIONS

ACTION PLAN: ENROLMENT

GOAL: The Hamilton-Wentworth District School Board offers a strong and viable program that results in high standards of student achievement into the future.

RECOMMENDATION:

1. That the Board actively promote and market the French Immersion program, especially targeting parents of entry level students
2. That the Board attempt to maintain students within the French Immersion program

Alignment (Refer to the six filters: Process/Structure/People/Information/Decision/Rewards

Strategies	Resources	Responsibility	Timelines	Indicators of Successful Strategies
Early in January, advertise the French Immersion program to all JK parents in the system, providing contact numbers and scheduled information evenings for interested parents	Centrally-prepared flyer distributed to all JK parents Advertisement in local media (indicating a full K to Graduation program) Budget for flyers and ads	Public Relations (for ad) FSL Consultant	Annually in January	Information meetings advertised as outlined
Following the appearance of the advertisement, hold information meetings for interested parents in all areas of the Board	Budget for meetings	FSL Consultant FI administrators FI parents and students	Annually	Meetings held Attendance at meetings correlated to enrolment statistics
Each French Immersion school with a Kindergarten schedule information meetings for parents in the January to March period	Current FI students, graduates and parents, FSL consultant, teachers and administrators Budget for meetings and preparation of materials	FI administrators FI parents (School Council, Home and School)	Annually	Meetings held Attendance at meetings correlated to enrolment statistics
Use the transition process (Grade 5-6, Grade 8-9) as an opportunity to market French Immersion through information meetings and orientations held by the receiving schools	Budget for meetings and preparation of materials	FI administrators and teachers FSL Consultant	Annually March-April grades 5-6 December – March grades 8-9	Orientation processes established and implemented
Establish a process whereby FI students and their parents state their intention to remain within the FI program early in any year for which a school transition is required (5-6, 8-9)	Personnel and time to develop a tracking process and form	SO responsible for FI FSL consultant FI administrators	2002-03 Annually in February	Clear indication of enrolment for transitions to assist staffing decisions
Allow JK children with the intent of continuing SK in FI to be considered in catchment at the FI school their siblings attend		FI principals Administrative assistants of FI schools	Annually	JK students attend the Kindergarten class at the school of their FI sibling

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FRENCH IMMERSION 2001 ~ RECOMMENDATIONS

ACTION PLAN: TRANSPORTATION and SITES FOR FRENCH IMMERSION

GOAL: The Hamilton-Wentworth District School Board offers a strong and viable program that results in high standards of student achievement into the future.

Recommendation:

1. That the Board attempt to provide French Immersion programs in as many viable schools as possible
2. That the Board provide limited area to "magnet" school transportation service

Alignment (Refer to the six filters: Process/Structure/People/Information/Decision/Rewards

Strategies	Resources	Responsibility	Timelines	Indicators of Successful Strategies
To extend French Immersion into areas with little excess accommodation establish a "home school" model with the following criteria: • Schools with multiple classes at each grade level (e.g. JK-8 school with 500+ population) • if 30 (-5) in-catchment students at SK and 25 in-catchment students at the Grade 1 level commit to the FI program, establish the school as a French Immersion site with no out-of-catchment FI students allowed • no French Immersion transportation beyond that which the school catchment area generates • the same maintaining and closure rules as for a K-5, K-8 or 6-8 French Immersion "magnet" school (e.g. if the enrolment falls below the minimum for two years, review the viability)	Policy revision Parent-initiated request for FI program in local area Survey for interest Community consultation Enrolment information Budget for start-up	Board School administrators	2003-04	Policy revised Interest in other areas of the board measured and if determined sufficient, new programs established
Establish clear school "pathways" (K-5/6-8/secondary or K-8/secondary) for French Immersion students that take advantage of the areas where French Immersion interest is the greatest	Parent-initiated request for FI program in local area Survey for interest	SO responsible for FI and SO of area demonstrating interest	2002-03 and subsequent years	FI pathways are established and communicated to parents
Establish centralized "pick-up" spots and transportation routes to serve students traveling to their closest "magnet" schools, possibly in cooperation with the separate school board which offers this service	Transportation budget Policy revision (Transportation and FI)	Board Transportation Department	2002-03	Partial transportation in place to serve FI magnet school program
Ensure that any FI student who is directed to another FI site through consolidation or closure of FI sites is provided with transportation to continue in the FI program if the student meets eligibility requirements for transportation to the closest FI school (elementary or secondary)	Transportation budget	Board Transportation Deaprtment	Upon consolidation/ closure of any FI site	Student enrolment does not decline because of consolidation or closure
Establish boundaries to rationalize accommodation issues once the "magnet" sites for FI have been determined	Catchment Review	Accommodation and Planning	2002-03	Revised boundaries are established and communicated to parents
Establish the definition of a "viable" K-5 or K-8 school through the concept of minimum numbers of Kindergarten and grade 1 students • for opening a program there must be 30 (-5) students in	Policy Registration	Board approval SO responsible for FI SO responsible for	2002-03 and subsequent years	Policy revised Standards used to open, maintain, phase out and close FI sites

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FRENCH IMMERSION 2001 ~ RECOMMENDATIONS

the Kindergarten and 25 students in Grade 1 as a minimum • if a school falls below these minimums for two years, the school's viability must be reviewed and if the projected SK numbers for the coming year are not at the expected minimum, the Board will consider • directing SK students to another site; • phasing out or closing the FI program in the school or closing the program by directing all students to another FI site		staffing FI administrators		
Establish the definition of a "viable" middle school through the concept of minimum numbers of grade 6 students • for opening a program there must be a minimum of 25 students entering the school in Grade 6 • if a school falls below these minimum numbers for two years, the school's viability must be reviewed and if the projected Grade 6 numbers for the coming year are not at the expected minimum, the Board will consider • directing Grade 6 students to another site; • phasing out or closing the FI program in the school or closing the program by directing all students to another FI site	Policy Registration	SO responsible for FI SO responsible for staffing FI administrators	2002-03 and subsequent years	Policy revised Standards used to open, maintain, phase out and close FI sites
Establish the definition of a "viable" secondary school through the concept of minimum numbers of Grade 9 students entering the school • 50 Grade 9 students is the minimum but 80-100 students is preferred in order to allow for a richer number of course offerings • if the numbers fall below this minimum for two years, the school's viability must be reviewed and if the projected Grade 9 registration is below the minimum, the Board will consider • directing Grade 9 students to another FI site • phasing out the FI program in the school allowing "in-program" FI students to graduate from the high school of their choice if feasible or closing the program by directing all students to another FI site	Policy Registration	SO responsible for FI SO responsible for staffing FI administrators	2001-02	Policy revised Standards used to open, maintain, phase out and close FI sites
Since Sanford Avenue, Peace Memorial and Glen Echo are K-5 schools that have not met the minimum standards for two years, review the viability of these schools and consider • closing Sanford and directing the students to another FI site with transportation (if eligible) to avoid a triple grade situation • if the projected SK's for Peace Memorial and/Glen Echo do not meet the minimum required, consider directing the SK's to another site with transportation (if eligible) and consolidating with other FI sites with transportation (if eligible) depending on the results of the catchment	Catchment Review Enrolment information Consultations with parents Transportation budget to address displaced students	Board SO's	2002-03	FI enrolment is consolidated in fewer JK-5 sites to allow more effective and efficient use of resources

7-11

FRENCH IMMERSION 2001 ~ RECOMMENDATIONS

review (e g. Peace Memorial to Norwood)				
Since Dalewood and Glen Brae are middle schools that have not met the minimum standards for two years, review the viability of these schools and consider consolidating the program with transportation (if eligible) into two schools taking into consideration the catchment review and operating capacities of the two schools selected to remain operating as FI sites	Catchment Review Enrolment information Consultations with parents Transportation budget to address displaced students	Board SO's	2002-03	FI enrolment is consolidated in fewer middle school sites to allow more effective and efficient use of resources
Since Sherwood Secondary is a secondary school which has not met the minimum standards for two years, review the viability of this school and consolidate the program at Westdale by • directing all Grade 9 students to Westdale with transportation (if eligible) and • attempting if feasible to provide FI courses for the "in program" students so they can graduate from Sherwood • at the point at which it becomes impossible to provide sufficient courses for the remaining students, the Board should close the site and direct all FI students to Westdale with transportation (if eligible) • efforts to enable senior students to complete the FI certificate requirements (e.g. summer school, night school, virtual classes)	Enrolment information Transportation budget to address displaced students Continuing Education Modern Languages Council	Board SO's	2002-03	FI enrolment is consolidated in one secondary school to ensure a viable program can be offered with the most effective and efficient use of resources Alternative FI classes are offered.
Conduct the closure and consolidation of any FI school in a staged fashion and in conjunction with community input so as to allow Board staff to assess the impact on FI enrollment	Consultation with parents	Board SO's		
Utilize the single track "magnet" concept (K-8) should space become available through consolidation/closure of schools. In general dual track schools should not displace the regular English track of the school's normal catchment area.	Surplus school space in an appropriate area of interest Community consultation	Board SO's	?	Another K-8 single track FI school is established at an appropriate point in the future

French Immersion Review Work Teams Report

Goal: to ensure that the HWDS Board offers a strong and viable French Immersion program which results in high standards of student achievement into the future

GOAL:	NEEDS	ROADBLOCKS
	PROGRAM ISSUES	
To ensure that the HWDS Board offers a strong and viable French Immersion program which results in high standards of student achievement into the future	**Curriculum and Assessment** • curriculum/ program standards and consistency • academic results • cultural activities/school atmosphere • appropriate school organization	• no consistency from school to school due to enrolment, qualifications of teachers and staffing issues • no clear information on academic standards except EQAO • choice of single versus dual track schools/ K-8 versus junior and middle schools is made more with an eye to accommodation matters than matters related to program effectiveness (program standards, academic results and enhancement of cultural aspects)
	Staff • good teachers/administrators • staffing formulas	• recruitment difficulties • retention of staff difficulties • perceived inequities in terms of staffing (English instruction, dual track schools)
	Supports • resource support • support for parents	• Language Grant is not utilized to the fullest in the support of core French, FSL and NSL • perceived inequities in terms of material and human resources (texts, learning materials, IT resources, libraries, kits, consultative support, special education support, translation services) • little support/communication/ information for FI parents other than at the local school level
	ACCOMMODATION ISSUES	
	Enrolment • need to start with a strong base • in as many viable schools as possible • retention of students	• no marketing and promotion of the program (what is the image we are trying to promote) • no criteria for initiating, maintaining or closing a program • no process for expanding the program into other areas of the board where interest might reside • no tracking with regard to student "drop out" issues
	Transportation	• no transportation provided historically despite equity of access issues
	Boundaries	• no secondary boundaries
	Long Term Accommodation Plan	• school catchment review and closure issues
	POLICY REVISION - as required	

ACCOMMODATION - "strong and viable"

Enrolment

- need to start with a strong base -

ISSUE: marketing and promotion
ISSUE/QUESTION: what is a reasonable number/minimum number to initiate a program? maintain a program? complete a program?
e.g. at least two SK classes starting and half a class finishing (Grade 12-13)
ISSUE/QUESTION: what registration procedures assist in attracting a strong enrolment base?
ISSUE/QUESTION: what is the image of FI we need to promote? why do parents choose FI now? why do students stay in the program? what methods can the Board use to promote the program?

- in as many viable schools as possible

ISSUE/QUESTION: what makes a school viable at the elementary level? at the secondary level?
ISSUE/QUESTION: where do our FI students actually live? is there an untapped population in other areas of the Board? if so, how do we find out?
ISSUE/QUESTION: do we need minimum numbers per grade level? what about space availability in the school? what about location (geography)?
ISSUE/QUESTION: does single or dual track schooling make a difference to enrolment?
ISSUE/QUESTION: should school organization be a consideration? K-8? primary and middle? is there a preferred model?

- retention

ISSUE/QUESTION: what issues impact on dropouts?
- split (triple grades)
- stability
- communication/continuity across schools - school "pathways"

ISSUE/QUESTION: what kind of school organization is best?
ISSUE QUESTION: what kind of administrative support is required?
- services and support for students (e.g. special ed)
- choice of subjects at the secondary level?

ISSUE/QUESTION: what is the critical "mass" of students required to offer a reasonable choice of courses at secondary?

- transportation

ISSUE/QUESTION: how critical is this factor in enrolment? is the obstacle of cost (given the Board's financial restrictions) insurmountable? are there viable options?

- boundaries

ISSUE/QUESTION: do boundaries create stability to retain students? what is the purpose for setting boundaries? what would happen if there were no boundaries at either level?

Accommodation Plan

- long term accommodations

ISSUE/QUESTION: if there are sites that do not meet our criteria for maintaining a FI school, what options can be suggested for:
- consolidation/closure of the FI program
- boundaries

ISSUE/QUESTION: what options are there for new sites?

Policy

- policy revision

ISSUE/QUESTION: based on the recommendations generated for the questions above, what changes to policy need to be made?

PROGRAM "strong and viable"

Curriculum and Assessment

- program standards and consistency

ISSUE/QUESTION: how do we achieve greater consistency in program standards (e.g. same expectations for all Grade 5 students)?
ISSUE/QUESTION: what product(s) are we expecting in HWDSB from our FI program?
ISSUE/QUESTION: at the elementary level how do we decide what subjects are taught in French at all grade levels? do we need to make changes in the percentages of time taught in French? how do the new FI expectations at the elementary level affect that decision?
ISSUE/QUESTION: what courses should be taught in French at the secondary level? should we look for courses with a strong language component as a preference?
ISSUE/QUESTION: what mechanisms exist to ensure that teachers at different schools are consistent in the program? what support can be provided to FI teachers to improve instruction and assessment?
ISSUE/QUESTION: how can the Board ensure that administrators of FI schools are knowledgeable supportive of the program? what mechanisms or procedures could be implemented?
ISSUE/QUESTION: how can the Board gather exit information with regard to FI graduates? how can the Board gather information related to "drop outs"

- academic results

ISSUE/QUESTION: how can the Board support high academic achievement for students as evidenced by EQAO testing results, etc.? what other accountability measures are recommended?

- cultural activities/school atmosphere

ISSUE/QUESTION: how can FI schools (either single or dual track) pay attention to and increase the opportunities for FI cultural enrichment?

- school organization

ISSUE/QUESTION: which school organizations do we support for program reasons?
ISSUE/QUESTION: is single or dual track preferable for achieving the desired outcome of a FI program? or is it just a matter of accommodation?
ISSUE/QUESTION: if split (or triple) grades are problematic for instruction, how can we avoid this type of class organization given the funding formula?

Staff

- teachers

ISSUE/QUESTION: if we want enthusiastic, satisfied and qualified teachers (especially at the middle school level where subject expertise is necessary as well as fluency), how do we ensure that? how do we attract and retain such staff?

- staffing

ISSUE/QUESTION: how should staffing formulas be developed to support FI, especially in dual track schools? what would the cost be (the additional English staffing in the FI formula is currently costing about 5 FTE) and where would the funding come from?
ISSUE/QUESTION: how can the Board improve its recruitment of and retain qualified FI staff?

Supports

- resource support

ISSUE/QUESTION: are schools adequately supported with respect to texts? what is the funding formula for this at the school level? are there

	advantages to central purchasing instead of school-based purchasing? what changes are recommended and if additional funding is required, where will this funding be found? ISSUE/QUESTION: are teachers in HWDSB adequately supported with central curriculum support (i.e. consultant time)? what changes are recommended and if additional support were required, what would be the funding source? ISSUE/QUESTION: are schools adequately supported in the area of library and information technology at the school and central level? what changes are recommended and if additional support were required, how would this be provided? ISSUE/QUESTION: are students adequately supported through LRT's, special education services and guidance staff? what changes have to be made and if additional support is required, how would this be provided, including additional funding? ISSUE/QUESTION: how can the Board improve the instructional supports (translation, units/modules, grade specific resources, etc.) offered to FI teachers?
• support for parents	ISSUE/QUESTION: how can schools offer support to parents of FI students, particularly around student difficulty in the program? how can we determine the issues of key interest to FI parents and offer support/information/communication?

The Hamilton-Wentworth District School Board -- FRENCH IMMERSION SURVEY --

APPENDIX B

BOARD	Schools	Enrolment Trends	School Organization	Subjects and %	Secondary Subjects	Policy	Criteria for opening or closing programs	Boundaries	Criteria for Student Entrance
Hamilton Wentworth DSB	117 el - 1 SINGLE TRACK, 9 DUAL 16 sec. - 2 FI	in 2000 approx. 38000 el - 1186 FI In 2000 - approx. 16000 sec. - 425 FI both el. and sec. declining	SINGLE TRACK - SK-8 (6) K-5, (3) 6-8	K-1 100% Gr 2 -3 80% all except English Gr. 4-5 70% all except English, and another subject such as music, PEd. Gr. 6-8 50%	depends on the school INT french, math, science, geography, history, business, Society, PEd., drama SR - french, drama, media	YES	no criteria at the present - under review	yes - elementary no - secondary	no criteria for SK entry - criteria for later entry
Peel DSB	165 el. – 19 DUAL TRACK 26 sec. – 3 FI	86033 el. - 4035 FI 38326 sec. - 671 FI stable	Gr. 1-8, 608, Gr. 7-8, Gr. 1-5, Gr. 1-6 (varies due to size and numbers)	Gr. 1 90% all except PEd, music or planning time Gr. 2-8 50% language, social studies, 2 science strands, some art and drama	INT. 9 – SS (history, geography, law), science, drama, french 10 – SS (as above), drama, french SR – SS (as above), french	NO	no criteria for opening no criteria for maintaining but large numbers warrant need and an active parent group supports program no criteria for closing but numbers and size of school are site considerations last site opened was this year (later immersion/early immersion Gr. 7 and 8) no recent closures/ consolidations	yes - elementary and secondary	criteria for entry – within first two weeks of the first year of FI or students admitted at other times MUST have comparable French background to those in the program same registration procedures
Thames Valley DSB	157 el. - 6 SINGLE TRACK, 5 DUAL TRACK 30 sec. - 4 FI	57914 el. - 2716 FI 26922 sec. - 683 FI elem. increasing, sec. stable	SINGLE TRACK – (5) SK-8 schools, (1) SK-6 DUAL TRACK – (2) SK-1, (1) 7/8, (2) SK-8	K-8 70% - math, science, social studies, language arts, visual arts - other areas depend on availability of staff	depends on the high school - INT. - french, math, Science, visual art, geography, history, business, civics/guidance, computers SR - french, biology, math, History, PEd., geography, tourism, business applications, entrepreneurial studies	NO	just opened two new programs - one SK and Gr. 1, the other just Gr. 1 due to lack of enrolment in SK - 2001 not aware of criteria no recent closures	yes - boundaries at both elementary and secondary	no criteria for student entrance same registration procedures
Durham DSB	103 el. - 2 SINGLE TRACK, 9 DUAL TRACK 18 sec - 6 FI	46406 el. - 2635 FI 21230 sec. - 707 FI increasing in general with a slight dip last year	Gr. 1-8 and 9-OAC	Gr. 1-3 100% Gr. 4 70% Gr. 5 60% language arts, math and science Gr. 6-8 50% language arts, history, geography, arts, PEd/health, TAP	INT. - language, science, geography SR - depends on the school - science, geography, language, citizenship	NO	no criteria for opening, closing or maintaining a program last new school opened Sept. 2001 no recent closures	yes - boundaries both elementary and secondary	yes - to go from el. to sec. need required # of hours (except for special exceptions e.g. francophone) no wait lists same registration procedures

The Hamilton-Wentworth District School Board -- FRENCH IMMERSION SURVEY --

BOARD	Schools	Enrolment Trends	School Organization	Subjects and %	Secondary Subjects	Policy	Criteria for opening or closing programs	Boundaries	Criteria for Student Entrance
Halton DSB	68 el. - 4 SINGLE TRACK, 18 DUAL TRACK 15 sec. - 13 FI	28,946 el. - 4600 FI 16,000 sec. - 1500 FI holding steady	K-5, K-6, 6 8, K-8, 7- G	Gr. 1-8 50% subjects determined at school level - at the 6-8 level generally french language arts, math, social studies	INT. - french, history, geography, civics, careers, PEd., math, science, business, drama SR - french, media, ancient civilization.	YES	Opening, maintaining and closing - yes "viable" if sufficient students to establish classes within the prevailing class size guidelines (no additional staff are required) - if classes fall below 20, there is a review for possible alternative placement - if below 20 in Gr. 1, the program will not be offered at the Centre the following September - If registration does not meet the requirements for two consecutive years, the program is permanently discontinued at the Centre last new site 5 years ago, no recent closures	yes - boundaries for both el. and sec	yes - for criteria (see policy) for student entry no wait lists centralized registration occurs last week of January
Waterloo DSB	100 el. - 22 DUAL TRACK 14 sec. - 5 FI	40,228 el. - 2749 FI 19041 sec. - 690 FI remaining the same	JK - 8 home school model	Gr. 1- 6 50% - math, soc. studies, visual art in French Gr. 7, 8 - up to 40% language, social studies	INT. - history, geography, Career studies, civics, PEd., visual arts SR - media	YES	Opening - 23 min. entry for Gr. 1 (26 max.) - proximity to established immersion site Maintaining - meet the Gr. 1 numbers, split grades as necessary Closing - 2 years without a Gr. 1 - remaining students complete to Gr. 6 or 8 last new school - 8 years recent consolidation	no boundaries el. or sec.	no criteria for entry wait lists at highly desirable spots registration occurs earlier - December - students registered before mid-Jan get priority - out-of-boundary students added last (after mid-Jan) if there are spaces
Kawartha Pine Ridge DSB	84 el. - 1 SINGLE. TRACK, 8 DUAL TRACK 17 sec. 4 FI	el. - 1587 - 5 FI sec. ? slight decline at one site, rest stable	JK-8, K-8, JK-6, 7/8 and JK-1	a variety - have been waiting for the OC expectations to develop requirements for amalgamated board	variety in intermediate and senior	YES (admin. regs.) - will be revised to incorporate new program requirements	see Policy for opening, maintaining and closing a site information last new school (1997) one FI school is under review this year for closing	yes - elementary and secondary	see Policy no waiting lists registration same as regular
Superior Greenstone DSB	10 el. - 1 DUAL TRACK 5 sec.	1669 el. - 50 FI 1534 sec. - 0 FI	JK-8 with Gr. 1-6 for FI	100% from Gr. 1-3	?	NO	no criteria for opening or closing - will be reviewing criteria for maintaining as triple grades (1999 had 4	no boundaries	no wait lists registration the same

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The Hamilton-Wentworth District School Board -- FRENCH IMMERSION SURVEY --

BOARD	Schools	Enrolment Trends	School Organization	Subjects and %	Secondary Subjects	Policy	Criteria for opening or closing programs	Boundaries	Criteria for Student Entrance
							teachers for SK to 6, 2001 - 2 teachers for 1-6)		
Avon Maitland DSB	44 el. - 1 DUAL TRACK 10 sec.	12,000 el. - 110 FI 8000 sec - increasing - currently Gr. 1-3, adding one grade per year	planning on JK-8 - still at primary implementation	no K Gr. 1-3 50% all subjects except Math and English	no secondary	NO	no criteria for opening, closing or maintaining currently implementing	yes for elementary	no criteria for entry no waiting lists same registration
Bluewater DSB	49 el. - 10 DUAL TRACK 10 sec. - 3 SEC	14378 el. - 794 FI 8458 sec. - 395 FI el. increasing due to amalgamation sec declining due to SSR	JK-8, K-3, Gr. 7-8, JK-6		INT - usually français, géographie, histoire, occasionally healthy active living, civics and career studies SR. - français, dramatic arts, social science or Canadian/world studies	NO policy - but has a guideline	opening - a minimum of 20-25 students at a grade level (or split grade level) maintaining - "viable numbers" or "where numbers warrant" - discontinue when numbers fall below viable (e.g. sec. with 17 students) last new FI school opened in 1999 consolidation of all 7/8 to one school (Owen Sound), JK-8 in one school in Flesherton/Markdale area	yes for all FI schools	only criteria for later entry (not Gr. 1) no wait lists same registration
Greater Essex DSB	63 el. 3 SINGLE TRACK, 2 DUAL TRACK 15 sec. - 2 FI	declining	JK-8	K, Gr. 1 80% Gr. 2-5 75% Gr. 6-8 50% (English, math and science in English)	INT. - français, géographie, histoire, civics SR -school based decision based on expertise of staff	NO	no criteria last school opened 1986	yes - for boundaries el. and sec	no criteria no wait list (recent decline - may be due to Fr. language and RC Boards) same registration
Ottawa Carleton DSB	120 el. - 27 sec. no information on # of schools for FI	51486 el. - 13733 FI 28681 sec. - 3751 FI (figures for 2000) no information on decline or increase	NA	SK-Gr. 1 100% Gr. 2-6 80% approx. for Early Immersion Gr. 4-6 87% for Middle Immersion INT. 80% approx. Late FI 85%	?	?	survey of parents for interest - re: opening no criteria for anything else last school opened Sept. 2001	yes for el. boundaries - sec. ?	? re criteria no wait lists same registration
Bruce Grey Catholic DSB	11 el. - 5 DUAL TRACK 2 sec. - 2 FI	2800 el. 1100 sec. no stats - but declining	(3) JK-8, (1) JK-3, (1) 4-8 FI starts at Gr. 1 except in one school	K- Gr. 3 75% Gr. 4-6 70% Gr. 7-8 50%	INT. - religion, français, histoire, géographie SR - religion, français	Yes	no criteria for opening maintaining - classes must be at the Ministry averages no closing criteria - actively trying to increase enrolment 1997 (second secondary school had program) no recent closures	yes for boundaries el. and sec.	criteria for entry no wait list same registration

The Hamilton-Wentworth District School Board -- FRENCH IMMERSION SURVEY --

BOARD	Schools	Enrolment Trends	School Organization	Subjects and %	Secondary Subjects	Policy	Criteria for opening or closing programs	Boundaries	Criteria for Student Entrance
Durham Catholic DSB	42 el. - 2 DUAL TRACK 7 sec.	18838 el - 429 FI 7851 sec. - 245 FI increasing	JK-8 9-OAC	Gr. 4 entry Gr. 4-5 95% (not religion) Gr. 6-7 80% (English, religion in English) Gr. 8 65% (also science added in English)	INT - français, religion, geography, math, PEd, history SR - français, world religions	NO	offered where space allows (can't do every family of schools) - lose children due to transportation issues no criteria new secondary site - 2001	boundaries set for elementary, not secondary	Primary Core French provided - then students enter at Gr. 4 on recommendation form wait lists because each class must have 27 (+ or - 3) wait lists go to #54, then a second class is created - registration held in Feb.
Lambton Kent DSB	53 el. - 9 DUAL TRACK 14 sec - 3 FI	19000 el. – 1100 FI 11,000 sec. declining	JK-8 (7 schools) 2 blended JK-3, Gr. 4-8	K- Gr. 2 100% Gr. 3 – 8 50% math, social studies and français in Gr. 4-6, at Gr. 7-8 history, geography and the arts	INT. - math, hist/géog, français SR - français, math, drama	?	? last site opened 1999 FI program at one sec school being phased out (enrolment decline/ demographics	yes - boundaries for el. and sec	no criteria for entry no wait lists same registration
Trillium Lakelands DSB	42 el. - 5 DUAL TRACK 7 sec. - 1 FI	13400 el. - 608 FI 7000 sec. - 102 FI sec. has increased then decreased el. showed a decline and now is increasing	JK-8, 9-12	K-2 100% 87% (varies by school) 67% (varies by school) 50% subjects vary by school but in the main science, PEd. and music are taught in English	INT. - français, drama, geography, civics, careers, history, français SR - français, intro to anthropology, psychology and sociology, media studies	NO	no criteria for opening, maintaining or closing but enrollment of 20 students is used as a guide - this is currently under review last site opened in 2000 recent closure as Grade 7 students moved to Grade 8	yes - boundaries for elementary and secondary	yes - must begin at Gr. 1 - families where French is the first language get priority - spaces are allocated on the basis of registration once classes are full a wait list is established registration process includes parent information sessions
Halton Catholic DSB	no FI								
Simcoe Muskoka Catholic DSB	no FI								
Dufferin Peel Catholic DSB	no FI - only extended								
Waterloo Catholic DSB	no FI (transportation, offered by a coterminous board)								
Niagara DSB	no FI								
Simcoe County DSB	no FI - only has extended FSL								

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The Hamilton-Wentworth District School Board -- FRENCH IMMERSION SURVEY --

BOARD	Transportation	Dropout Rates	Resource Support	Budgets	Staffing Formula	Staffing Recruitment	Success of Program - exit information/ criteria	Other
Hamilton Wentworth DSB	NO	no statistical information available at present - large drop 8-9	consultant, French-speaking LRTs in some school, library and IT support, translation services (el. $6000) - yes special classes - no	no central purchasing but some central recommendations funding FI el. classroom supplies - $37.55 per pupil on top of regular classroom supplies (as compared to $28.21 Core allocation) a large percentage of the Language Grant is used to support other programs within the Board (e.g. special education)	special consideration for staffing English instruction starting at Grade 2	yes - pool hire - late winter /spring - Ontario, Quebec only hire qualified and certified administrators may not have FSL qualifications	no exit information currently no other criteria	
Peel DSB	YES -- but only for elementary Gr. 1-4 (1.6 km), Gr. 5-6 (2.0 km), Gr. 7-8 (3.2 km) No information re cost	Gr. 5-6 10% Gr. 8-9 50% Gr. 10-11 10%	1 coordinator plus 5 generalist resource teachers with FSL, library and IT services no translation services	Some central purchasing this year due to program shift Central recommendations to schools re resources FI funding rolled into school budget Program Department does not determine percentage of Language Grant that goes to FI schools	No special formula	pool hiring year round world-wide hiring will hire certified teachers without FSL with letter of permission for one year (understanding that teacher will take FSL qualifications during that time) will appoint unqualified administrators -- support through regular meetings with the coordinator, FSL resource teacher assigned to school hopefully for one day a week information packages to parents and all "media" handled through the Communications Department	no exit information at the present time criteria to determine success of the program -- enrolment and EQAO results	
Thames Valley DSB	YES - London based FI programs begin at 8:00 a.m. so the buses can be used for double runs	Gr. 3-4 seems to be the critical point - after EQAO - this is the highest percentage of students leaving	consultant, French speaking LRT, and IT/library services - yes special ed. classes and translation services - no	no central purchasing or recommendation - no funding differences the respondent was unable to find out information related to the Language	no FI staffing formula	yes - pool hiring - targets Althouse especially will hire unqualified rarely (if doing an English component) - no uncertified - will appoint unqualified in FSL administrators - (mostly	no exit information no other criteria	

The Hamilton-Wentworth District School Board -- FRENCH IMMERSION SURVEY --

BOARD	Transportation	Dropout Rates	Resource Support	Budgets	Staffing Formula	Staffing Recruitment	Success of Program - exit information/ criteria	Other
				Grant for the Thames Valley Board		in dual track schools) but provide support from consultant and other FI principals		
Durham DSB	YES	no information available - minor issue - most at 8-9	consultant, library/IT and translation - yes no - special ed. services translator - not a line item	Board does purchase some centrally and make central recommendations sometimes no info on $ amounts provided all of the Language Grant goes to FSL - (some is for core)	no FI staffing formula - some special relief for difficult spots (e.g. split grades cross divisions)	yes - pool hiring starts in Dec/Jan - Ontario faculties and eastern provinces no unqualified and no uncertified will appoint administrators without FSL but try not to - Adm. Handbook and monthly meetings with program SO and FSL consultant	no exit info other criteria: tracking growth feedback from CPF registration night in January for FI parents at FI schools	
Halton DSB	YES	2-5% at Gr. 5-6 level 2-5% Gr. 8-9 transition minimal Gr.10-11	consultant, library and IT services, translation services ($20000) - yes no special ed. classes or LRTs money provided for centralized video library too	no central purchasing but central recommendations for curriculum specific lists (e.g. science) FI start-up is $3500/class and $950 for a second year at elem. in secondary $3100 per new credit Language Grant totally spent on second language - 90% or more goes to FI schools	same formula (divisional averages) as English - the 50/50 program facilitates this	yes - pool hiring in January to May - at Ontario faculties rarely employ unqualified - just for rare LTO contract - do not employ uncertified will appoint administrators with no FSL - no support	no exit information no other criteria to determine the success of the program	
Waterloo DSB	NO	about 20 across board at Gr. 5-6 - note higher dropout from 3-4) Gr. 8-9 about 40-50 students, Gr. 10-11 about 10-20 students	consultant, IT and library, and translation - yes no - LRTs and special classes	no central purchase but recommendations $25.75 per el. student ? sec. Language Grant is spent on FSL programs	no special FI formula	no different process - visit colleges and advertising use letters of permission but not uncertified use principals with no FSL-support of handbook plus meetings with French support staff	no exit information check math results to see how well FI students are doing	
Kawartha Pine Ridge DSB	YES - no cost	figures from 5 years ago 10-12% Gr. 5-6 20% Gr. 8-9 unsure Gr. 10-11	only 3FTE consultants in total no FSL LRT or sp. classes yes - library, IT	no central purchase or recommendations. this year for the first time elem. FI students getting 10% more than per pupil	same formula as regular stream	yes pool hire in late winter - Ontario and Quebec only FSL qualified in contract positions (sometimes when nothing	no exit information no criteria for success	

The Hamilton-Wentworth District School Board -- FRENCH IMMERSION SURVEY --

BOARD	Transportation	Dropout Rates	Resource Support	Budgets	Staffing Formula	Staffing Recruitment	Success of Program - exit information/ criteria	Other
			support and translation until this year (translation budget was $15-20 thousand annually)	funding Language Grant is seen as part of total revenue and not targeted		else available for OT's) - no uncertified teachers administrators do not have to have FSL qualifications		
Superior Greenstone DSB	YES - only one school	very little Gr. 5-6, only extended FSL in 7 and 8	no support except for a bit in library/ IT	no central purchase or recommendations. no information available on budgets or how Language Grant is spent	no special FI formula	no recruitment no uncertified teachers no qualifications for admin but support (handbook)	numbers really small - 100% go to higher ed criteria: parent, student and teacher feedback EQAO tests	
Avon Maitland DSB	YES - within the city of Stratford a tag bus route, outside the city for students who have access to Stratford Secondary bus route	unknown	no resources	yes - purchased centrally Language Grant is used totally for this purpose (100%)?	no special FI formula	no pool hire faculties no uncertified or unqualified teachers only one uncertified admin.	no information	
Bluewater DSB	YES - on available bus routes – i.e., local high school buses take students to el. FI	minimal 5-6 level high dropout 8-9 (likely more than 50%) 10-11 modest about 20-30%	no consultant, LRT or special classes some library and IT support translation services (through volunteer support - e.g. Canadian Parents for French)	central purchase for start-up only centrally recommended resources school-based decisions for budget Language Grant is for Core and Immersion indirectly 100%	no special FI staffing formula	yes pool hire in the spring newspapers ads and going to faculties will employ uncertified in an emergency but do not employ unqualified (but may have to in future) uncertified administrators are- supported through an advisory committee	has no detailed or numerical exit information feedback from graduates, teachers, parents, Francophone persons, exchange students, etc. - all very positive	
Greater Essex DSB	YES ? re cost	?	consultant, LRT and info tech support no spec classes or translation services	central purchase no Info on school budgets not clear but it looks like all grants are pooled and used for a variety of initiatives	no special FI formula	no pool hiring same recruitment as for other programs no uncertified or unqualified administrators may not be certified - proficiency in Fr not required	no exit information	
Ottawa Carleton DSB	YES	no recent info	consultant - yes other areas - no or ?	no central purchase but central recommendations. no info on school budgets or Language Grant	prep time - every day 40 minutes for English	pool hiring in the past at faculties and on site sometimes employ using a Letter of Permission no unqualified	no exit info	
Bruce Grey Catholic DSB	YES	will be collecting data but don't have it	no consultant, LRT, spec. classes or translation	moving to central purchase in order to ensure equity and program consistency	no special FI formula	no recruitment no unqualified	no data re exit info - will be collecting it this year	

The Hamilton-Wentworth District School Board -- FRENCH IMMERSION SURVEY --

BOARD	Transportation	Dropout Rates	Resource Support	Budgets	Staffing Formula	Staffing Recruitment	Success of Program - exit information/ criteria	Other
		now	library, IT - yes	no other school budget info Language Grant is totally spent on FI and NSL		some uncertified in occasional positions not necessary for administrators - but they meet with the SO responsible for the program		
Durham Catholic DSB	YES el. $174,300 sec. $151,075	very little at 8-9 (less than 1%)	consultant and LRT - yes all others - no	central purchasing Language Grant is used 100% towards the programs - 5% of the Language Grant goes to resource FI schools?	no special FI formula	pool hiring at faculties - also went to East Coast, Quebec, western provinces and the US employ unqualified if they take the course during the year - will employ uncertified as a last resort administrators can be unqualified - regular meetings with consultant and SO (FI)) = handbook	only verbal feedback	
Lambton Kent DSB	YES	?	consultant, LRT (2 schools), library and IT, translation - yes special classes - no	no central purchase but central recommendations. no info re Language Grant	staffing ?	no pool hire no info on recruitment administrators can be unqualified	no data	
Trillium Lakelands DSB	YES $380,000 (express bus to one site, regular routes to others)	Gr. 5-6 minimal (less than 2 students per year) Gr. 8-9 difficult to determine since separate school students enter the Gr. 9 program Gr. 10-11 slight decrease	all supports provided translation - less than $1000 per year AV Department has resources in French	no central purchase but central recommendations. no differentiation in school budgets $123 per el., $33 per credit Language Grants are not specifically tracked to a particular program	no special FI formula	pool hiring for el. only - in the spring website, newspaper and faculties will hire unqualified but must take course at earliest opportunity - no uncertified admin unqualified - support from handbook	no exit info - criteria currently under review	
Halton Catholic DSB	no FI							
Simcoe Muskoka Catholic	no FI							
Dufferin Peel Catholic	no FI (extended) - decision made 12 years ago							

The Hamilton-Wentworth District School Board -- FRENCH IMMERSION SURVEY --

BOARD	Transportation	Dropout Rates	Resource Support	Budgets	Staffing Formula	Staffing Recruitment	Success of Program - exit information/ criteria	Other
Niagara	no FI							
Simcoe County District	no FI (extended)							

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CANADIAN PARENTS FOR FRENCH – HAMILTON WENTWORTH
55 Athens Street, Hamilton, ON, L9C 3K8 (905) 318-1646

Claudette Sims
Consultant: French as a Second Language
Hamilton-Wentworth District School Board
Memorial Building,
357 Wilson St. E.
Ancaster, ON
L9G 4B7

January 27, 2002

Dear Ms. Sims:

RE: Final Consultation on French Immersion Review Recommendations

Canadian Parents for French - Hamilton Wentworth would like to thank you for the chance to provide input to the French Immersion Review Recommendations. One of this organization's primary goals is to "work for the betterment, continuation and expansion of French as a Second Language Programs in Hamilton Wentworth". The Hamilton District School Board's review of French Immersion has provided an excellent opportunity to strengthen and renew this important Program. Studies have shown that French Immersion gives children the ability to understand and function well in both of Canada's official languages.

Canadian Parents for French (CPF) – Hamilton Wentworth is especially pleased to see the following Recommendations have been made as the result of the FI Review process:

- increasing the number of subjects offered in French at the secondary school level;
- providing certificates and recognition to students who complete the FI Program to Grade 8;
- increasing the opportunities for French cultural enrichment (trips & activities);
- providing information to support parents of FI students at all Grade levels;
- offering formal FI information evenings for JK parents; and
- marketing FI to transitional students entering middle and secondary school.

In addition to the changes listed above, CPF-Hamilton Wentworth feels that the following issues should also be addressed by the Review so as to enable the Board to boost and maintain pupil enrollment and assure a long-term future for French Immersion in Hamilton.

a) Resources & Support

The Resources and Support Recommendation #1 states that the Board should "increase the level of funding and support available for French Immersion schools utilizing funding available in the Ministry Language Grant". CPF-Hamilton Wentworth completely agrees with this Recommendation and suggests that the following Strategy be included in the Review to ensure its implementation:

"All French Immersion Language Grants allocated by the Ministry of Education will be distributed to French Immersion Schools."

b) Canadian Parents for French

We suggest that Canadian Parents for French be added as a resource organization to the FI Review Strategy dealing with joint programming and cultural enrichment (Program Consistency and Standards Section). One of the goals of our organization is to "promote French language learning opportunities for students, teachers and parents/guardians".

We also suggest that CPF be mentioned in the Resources and Support Strategy that discusses the creation of a Network for communication and collaboration among parents. CPF Hamilton Wentworth's goals are also to "increase parent/guardian understanding of French as a Second Language programs" as well as "increase parent/guardian involvement in the education system at all levels". We would be happy to partner with the School Board to achieve these goals.

c) School Closures

While CPF-Hamilton Wentworth recognizes that low enrollment levels in some French Immersion schools have made it very difficult to provide viable programming in these schools, our concern is that the closure of several FI programs at once will lead to further City-wide declines in enrollment. The attached map illustrates the locations of schools being considered for closure. Many of these are in the eastern part of the City. CPF-Hamilton Wentworth recommends that the following Strategy be included in the Review:

"That the closure and consolidation of any French Immersion Schools be conducted in a staged fashion so as to allow Board staff to assess the impact on FI enrollment of the increased resources, funding and transportation options provided as a result of the 2001 French Immersion Review. And that further, the removal of a French Immersion Program from any school should be reviewed by the School Board in conjunction with community input."

d) Transportation

The provision of transportation is critical to increasing pupil enrollment and ensuring the success of a French Immersion Program. Many Hamilton Wentworth parents are unable to access French Immersion schools for their children. In June 2001, CPF Ontario completed its study of "Transportation to French Immersion and Extended French Programs in Ontario School Boards". This study found that of the 55 School Boards with French Immersion or Extended French Programs, Hamilton Wentworth is one of only three Boards that does not provide any form of bussing. The study concluded that adequate transportation has a great impact on both the accessibility and sustainability of programs in French Immersion.

When some children are left out of French Immersion programs because there is inadequate Board transportation, there is a concern that the Program will become elitist. Parents who do not own a second car (or a first car) will find it very difficult to get their children to a French Immersion School and therefore to provide their children with the same opportunities afforded more affluent parents. This concern will grow if the Board elects to withdraw the FI program from several schools located in the eastern part of Hamilton.

The Province of Ontario provides a grant of $295.00 per pupil enrolled in French Immersion. If bussing is introduced by the School Board, the number of French Immersion pupils will increase and the Ministry Language Grant will increase accordingly. This is a win-win situation for pupils in Hamilton Wentworth District School Board.

The Recommendations of the FI Review propose that centralized pick-up points be introduced to serve students attending FI schools. While CPF Hamilton Wentworth applauds this suggestion as a useful first step, we feel that FI Students should be eligible for the same transportation service as pupils who attend core English programs. The Board could consider staggered start times and sharing buses with the Hamilton Wentworth Separate School Board to achieve this objective. CPF Hamilton Wentworth suggests that the following strategy be included in the Review Recommendations:

"That French Immersion elementary school students residing within developed urban areas as defined by the Official Plan prepared by each local municipality, will be eligible for transportation services when the walking distance exceeds 1.6 kilometres."

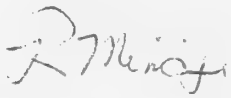
e) Board Staffing

CPF-Hamilton Wentworth notes that a great number of the strategies proposed by the FI Review are either ongoing or new responsibilities of the Board's FSL Consultant. In light of the critical role played by this position in promoting and supporting French Immersion, we ask that the following strategy be included:

"That the 'French as a Second Language Consultant' staff position be maintained and augmented by the School Board as an essential means of supporting parents, students and teachers in the French Immersion Program."

Thank you again for the opportunity to provide our comments and suggestions for the 2001 French Immersion Review. It is our hope that the implementation of these strategies will result in a French Immersion Program in Hamilton Wentworth that will become as strong and viable as we all dream it can be.

Yours truly,



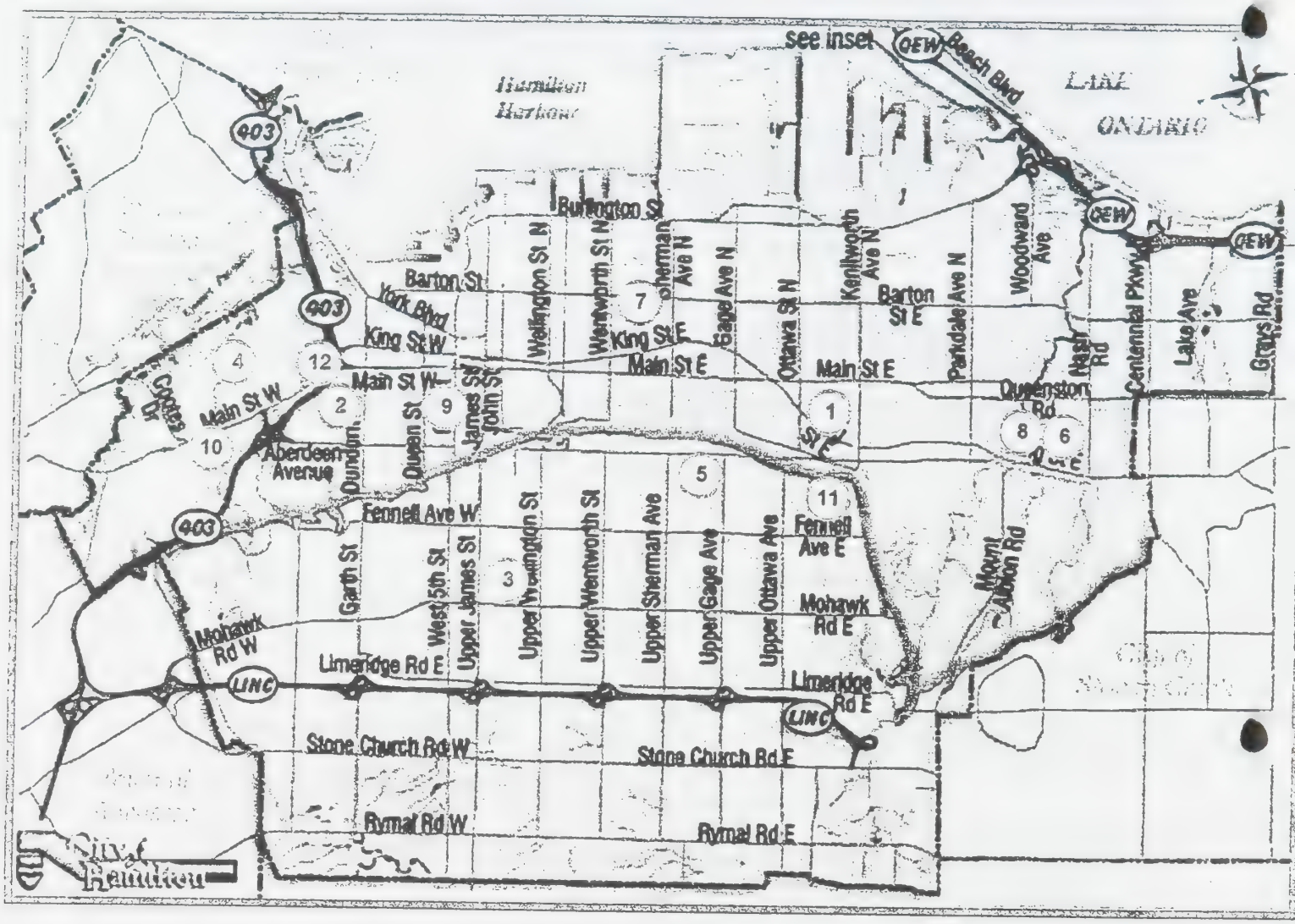
Rosalind Minaji
Chair, CPF-Hamilton Wentworth

(map attached)

cc School Councils:
A.M. Cunningham
Earl Kitchener
Norwood Park
George R. Allan
Peace Memorial
Glen Echo
Sanford
Glen Brae
Ryerson
Dalewood
Sherwood
Westdale

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Hamilton Wentworth District School Board
French Immersion Program Schools: 2001



Programs Being Considered for Closure/Consolidation: 5, 6, 7, 8, 9, 10, 11

Elementary Schools

1. A.M. Cunningham (JK to 5)
2. Earl Kitchener (JK to 5)
3. Norwood Park (JK to 8)
4. George R. Allan (JK to 5)
5. Peace Memorial (JK to 5)
6. Glen Echo (JK to 5)
7. Sanford (JK to 5)
8. Glen Brae (6 to 8)
9. Ryerson (6 to 8)
10. Dalewood (6 to 8)

Secondary Schools

11. Sherwood
12. Westdale

January 25, 2002

Ms. Claudette Sims, Ontario Curriculum Consultant
Hamilton-Wentworth District School Board
Ancaster Memorial Building
357 Wilson Street East
Ancaster, Ontario L9G 4B7

Dear Claudette:

Re: Norwood Park School Council response to FI Review Recommendations

Norwood Park School Council has discussed the proposed French Immersion Review recommendations sent to us by the French Immersion Advisory Committee (FIAC). There are a large number of excellent recommendations, many of them relatively simple to implement with current staff and financial resources. We commend your efforts and, in most instances, support your proposals. (We have taken the liberty of numbering the specific strategies in order to more easily make reference to them. A copy of these numbered strategies is attached.) We provide our comments and suggestions to specific strategies as follows:

Program Consistency and Standards:
We agree with these recommendations. In particular, we feel that Strategy #2 is important to standardize all schools within the Board. We also want to lend our wholehearted support to #3. We feel that Science must be taught in French at the middle school level, if at all possible, to ensure that students are appropriately prepared for high school. As an interim measure, the provision of subject specific vocabulary would be very helpful. Recommendation #4, ensuring there are a sufficient breadth of courses available in high school, is also important.

Resources and Support:
Recommendation #1 states that the Board should "increase the level of funding and support available for French Immersion schools utilizing funding available in the Ministry Language Grant." We completely agree with this Recommendation. In our review of the Board's financial information, we note that not all of the Ministry Language Grant provided to the HWDSB for FI is used directly for FI purposes. Rather, these funds have been allocated by the Board for other uses. Furthermore, there appears to be no strategy included in the recommendations to address this issue at the Board level, only at the individual school level. Our recommendation is that 100% of the Ministry FI

allotment be allocated to French Immersion to allow proper resources to be provided to students, teachers and parents.

We particularly endorse #19 to provide additional support to parents of FI students. We are, however, concerned that grade appropriate FI material is not always available to students, particularly for topic specific units at the middle school level. It is time consuming for teachers to translate individual units as required, while the translation of that same unit may be duplicated at other schools. We recommend that the Board set up a mechanism whereby there is an efficient and appropriate sharing of FI resources between schools. This would provide students with improved learning materials and reduce teacher frustration due to lack of materials.

Staffing:
We support these strategies and want to emphasize the importance of maintaining an FI Consultant to ensure sufficient support for the FI program throughout the Board.

Enrolment:
We are in agreement with these recommendations, particularly having a strong promotional program aimed at parents of children entering SK. This will help to ensure a strong future for the program in Hamilton-Wentworth. In addition to strategy #30, which addresses transition years, an explanation of the administration of EQAO testing and results should be give to FI parents. This will address the concerns of parents who question the differing abilities of their children, if any, when writing the test as compared to their "English only" peers.

Transportation:
Clearly, transportation is a very important, yet very sensitive issue for current and potential FI students. Since transportation is not provided for FI students, it requires a particular dedication of parents (and often a second family vehicle) to bring children to a school outside of their normal catchment area, perhaps leading to an "elitist" label. We also have anecdotal evidence that children have never had the opportunity to enrol in FI or have been transferred out of the program because of transportation issues. Parents surveyed by the Norwood Park School Council in 2001 indicated that free busing would make attending Norwood Park, and therefore a FI program, more attractive. Strategy #34 to establish centralized pick-up spots for FI students is a step in the right direction. That being said, we feel the Board should provide our students with full transportation service to ensure that all students desiring an FI program are given equal access, irrespective of where they live or the location of the nearest FI school. We understand that HWDSB is one of only three other school boards in Ontario that does not provide transportation for FI students. It has been clearly shown that interest and growth in FI programs is directly related to the provision of transportation by the respective school board. We strongly encourage the proposed co-operation with the Catholic school board to provide joint transportation and save costs.

In situations where FI programs in certain schools are terminated, the provision of transportation for affected children to the nearest FI school is critical, to allow them to continue on in the program.

Sites for French Immersion:
We understand the necessity of the recommendations to close certain FI sites within the Board. We do, however, encourage that any closures be staged over several years, so as not to give the impression of eliminating the FI program entirely. This would also provide time for parents make appropriate decisions regarding their children and allow schools to plan for future years with regard to staffing and space. Combining two schools into a joint FI program, may, in fact, generate additional enthusiasm and infuse new life into the program. However, we refer you back to our comment above regarding the importance of transportation for displaced children.

We hope that any closure of FI in a particular school would be temporary, until such time as sufficient numbers of children warrant the re-opening of a revived program. Further, there needs to be a clear strategy and commitment by the Board to determine where interest in FI is high so that new FI programs can be opened in appropriate locations throughout the new City of Hamilton. This will ensure that all students, particularly those not previously in the Hamilton Board, are given an equal opportunity to be educated in FI in a neighbourhood school. If an FI school is not actually in a particular area, then transportation must be provided to those students to ensure that the program truly is accessible to all those desiring it.

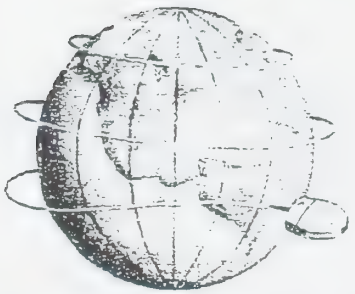
Conclusion:
We would like to extend our appreciation to you, Krys Croxall, the two FI Review work groups and the entire FIAC team for the tremendous effort put forth to prepare this document. We hope that you will be able to incorporate our comments into the final recommendations and look forward to the Board's continued, and, indeed, increased support for French Immersion. As a school, we are convinced of the benefits of a French Immersion program for our children, for the schools and for the community.

Yours sincerely,

Leena Jaanimagi
Chair, French Immersion Review Committee
Norwood Park School Council

Cc: Norwood Park School Council
Nora Campbell, Superintendent of Education

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To whom it may concern

We would like to applaud the fore thinking of the Board in recognizing that some changes need to be made in the current French Immersion Program. The dedication of the work groups is commendable, but we feel that there are still some issues that need to be addressed.

The idea of establishing guidelines for viability, while having merit, must be clarified and defined. We hope that the Board would include representation of parent groups and especially from those schools now deemed at "risk". There has in the past been a breakdown in the communication lines and many parents feel that have not been afforded the opportunity to fully participate in this review and the process. At Cunningham ,we were fortunate to have representation, but we feel that not all parents were well enough informed to realize how crucial their involvement could have been.

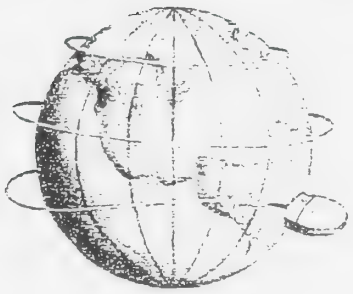
If programs must be consolidated, the transportation issue is critical. Our French Immersion program has suffered due to the lack of transportation, especially now considering the vast geographic area. A magnet school pick-up and drop-off could prove an invaluable asset, not only in maintaining current enrolment, but attracting new students and increasing the equity across the Board We would also like to convey our belief that dual track, neighbourhood schools are the best alternative to deliver the program.

Offering a French Immersion program brings addition monies to the School Board. It is a well-known fact that the Language Grant "envelope" has been utilized to help maintain other programs. We are not saying that those other programs are any less important than French Immersion, but our program deserves the chance to flourish with the money allocated to it. We recognize the tremendous financial stresses that the Board must deal with and hope that at least some of the money could be returned to ensure that we offer a quality program that meets the needs of the children.

The changing of policy and redistribution of monies are not easy tasks and unfortunately not everyone can be pleased. We thank-you for not only your time in consideration of this matter, but for your willingness to serve our public education system

French Immersion Parents at A.M. Cunningham

this letter has been endorsed by approximately 30 signatures



Nicole Carmichael

L Patt

Glassen

Teresa L. Lem

T. L. Blacklock

Stella Gvozdanovic

Ann O'Donnell

Sherri Scott

Sammy Lead

Joanne Haley

Marcel Laroche

Lindy Kennedy.

Christy Goodwin.

Lisa Glenn

Blanche

Suzanne

Kimani

Jay Talley

Jane

Bonnie Kahagan

Donna Paquette

Jan Knight

Steve Foster.

Steve Fenn

Barbara Richardson

Glenn

Esther Mitchell

Tokyo Kosmyshyn.

Claudette Sims
Consultant
French as a Second Language

RE: French Immersion 2001 – Recommendations

Dear Ms. Sims,

We would like to applaud the Board for recognizing that some changes need to be made to the current French Immersion Program. Many of the recommendations are long overdue.

We believe that the HWDSB must be seen to have a commitment to French Immersion. This does not happen when parents are frequently encouraged to transfer their children to the English stream at the first sign of academic trouble and when there are insufficient French resources (learning resource staff, text books etc.).

Dual track schools must be staffed as two separate schools so that there is equity between the two tracks and parents perceive that there is equity.

The Language Grant "envelope" must be used for programs for which it has been designed.

The idea of establishing guidelines for viability, while having merit, must be clarified and defined. We hope that the Board will include representation of parent groups, especially from those schools now deemed at "risk" when establishing these guidelines.

At Dalewood, there are questions about the "numbers" for two reasons:

1) At Dalewood, there are often families on sabbatical where children from the FI stream are withdrawn for a year and then return the following year. **How are these children counted?** Gifted program at Dalewood has former FI students who continue to take FI language.
2) There is anecdotal evidence that G.R. Allan was prevented from opening a second FI Senior Kindergarten in or around 1996. If this is indeed true, then this should be taken into consideration when doing a review. Dalewood should not be penalized for its current numbers which may be low not due to a lack of interest, but rather due to a previous Board decision.

We look forward to continued involvement in this process to create the best possible French Immersion program that this Board can offer.

Thank you for your time.

Yours truly,

Dale Brown

(Ms) Dale Brown
Chair
Dalewood Home & School/School Council

7-36

RYERSON MIDDLE SCHOOL
222 Robinson Street,
Hamilton, Ontario L8P 1Z9

JAN 23 2002

To: Ms. Krys Croxall, Superintendent of Education
Ms. Claudette Sims, French Consultant
Members of the French Immersion Advisory Committee

From: Ryerson Middle School

Subject: French Immersion Review

Date: January 21, 2002

Dear Ms.Croxall, Ms.Sims & Members of the French Immersion Advisory Committee:

On behalf of the staff and parents of Ryerson Middle School, thank you for giving us the opportunity to provide feedback on the French Immersion Review Recommendations. These recommendations, if accepted, will alter the current delivery of French Immersion programs.

Members of the Ryerson Middle School Community met on January 9, 2002, to review the reports. We identified those recommendations we felt would strengthen the program and those recommendations we felt would weaken or undermine the current program.

Program Consistency &Standards:
We support the recommendations and strategies for adhering to greater consistency across programs with one exception. Given the technical nature of the material, the fact that French Science credits are not available in Grades 11 & 12, and given the difficulty of recruiting middle school science teachers, we suggest consideration be given to eliminating French science at the high school level in order to offer a broader range of French subjects at the high school level.

Resource and Support:
We endorse the recommendations and strategies for increasing the level of funding and support to the French Immersion by utilizing funding from the Ministry's Language Grant, and we further recommend that:

> An independent audit be conducted to ensure the French Immersion budget allocation, from the Ministry of Education, is reaching the appropriate programs.

Staffing:
We endorse the recommendations and strategies for maintaining an enthusiastic, satisfied and qualified staff. We would further recommend that:

> A Responsibility Allowance for teachers of French Immersion, be implemented in the next fiscal budget period.

...../2

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We endorse the recommendations and strategies to actively promote and market the French Immersion Program and we further recommend that:

Since our experience suggests that the number of boys enrolled in French Immersion is declining, we would like to see further studies and strategies in this area to help both boys and girls be successful in the program.

Transportation and French Immersion Sites:
We endorse the majority of the recommendations for providing viable French Immersion programs with the following exceptions:

i. The criteria for establishing new home school French Immersion sites should allow JK-Gr.5 schools the same opportunity as JK to Grade 8 schools.

ii. Before new transportation polices are implemented for re-directed French Immersion students, ensure a parent consultation process occurs to determine the impact on the enrolment.

iii. To ensure equity, the minimum number of student requirements should be tied to an existing Board or Provincial number.
Average classroom enrollment across the Board:- i.e. 22.5
Projected provincial average:- 24.0
Average size class enrollment in a host school
Average student-teacher ratio across the Board

iv. In determining program viability in a middle school, consideration should be given to classroom average over the three grades, as well as the projected enrollment from feeder schools.

v. Since Ryerson has met the minimum numbers, it should be excluded from the review.

vi. Closures and combination of French Immersion programs should not result in split classes or classes with above average class size in the receiving schools.

Vii. Since the use of dual track junior (JK-5) and middle (Gr 6-8) schools currently provide excellent French Immersion programs, continue to use this model in future developments.

We respectfully request that you consider our recommendations prior to your final submission.

In closing we would like to express our thanks to the members of the Review Committee for a job well done.

Yours sincerely,

Diana McClure, Chair
School Council

per SD COV
Sonya DePauw, President
Home & School Association

Douglas Johnson
Principal

REPORT FROM SHERWOOD SECONDARY MEETING 7-38

Sherwood Secondary parents and students representing Fr. Immersion Grs. 9 – 12 met Jan 24th to discuss the proposed recommendations for the FI review. There was also interest and concern expressed by school council members at their monthly meeting earlier.

Our agenda included:

- Brief update on Fr. Immersion review and FIAC
- Review and discuss recommendations, including consequences of closing Fr. Immersion sites
- How do we want the FI program to be delivered?
- If the program closes, how should it be phased out?
- Our response, input to trustees by Feb 4th

As our parents have been involved with the FI program for years, they spoke with the conviction of those who have 'talked the talk and walked the walk." Most were unaware that the Sherwood Sec. program was in jeopardy, though several opined they felt the FI program in general has not received strong support from the school board for years, whether it be promotion of the program, proper allocation of dollars or support from administrators and teachers.

When presented with the scenario of closing the program at Sherwood Sec., most parents of senior students replied that they would leave the program rather than leave the school. Many felt that their children have multiple interests and activities at Sherwood and it would be unfair to ask them to relocate in order to earn their FI certificate.

The amount of time required to travel to and from Westdale was a concern, regardless of what transportation method the school board might provide – bus tickets or a pick-up point.

Parents wondered if the FI review committee had considered the ramifications of closing sites – lost grant monies, teaching staff moving to other boards, shaken confidence among parents, students and teachers with the program stability and an increasingly localized program within the school district. They note that these issues were not identified in the report. They spoke of a broken trust and felt there was a lack of fairness in closing specific sites.

Still, in discussion, there were some suggestions for easing the situation. Parents felt that efforts should be made to enable senior students to complete the program by possibly;

- Keeping scheduled FI courses but combining timetables to allow Gr. 11 French one semester and Gr. 12 French second semester
- Allow students to attend Westdale for FI courses only and return to Sherwood for other classes
- Offer FI summer school for senior students or night classes
- Transport a number of Westdale students to Sherwood in order to relieve large classes at Westdale and fill classes at Sherwood. There is a feeling of fairness in this suggestion – Sherwood students would not be the only secondary community asked to accommodate change.

Regarding proposed designated pick-up areas for magnet schools, parents were not convinced that providing transportation would ensure the program's continuation. They remarked that a reputation for lack of stability has plagued the program for years and these closures would only increase parent weariness.

And, finally, parents wondered what the overall impact on the FI program would be if only portions of the review were approved and implemented. They appreciate the recommendations but, understandably, are feeling rather sceptical as to whether there is a strong commitment to keeping the FI program in our school board.

Parents were encouraged to individually forward their thoughts and comments to trustees also.

January 13, 2002

Re: Viability of French Immersion at Glen Echo

In response to the notice sent home with students last week regarding the viability of Glen Echo being a French Immersion site please consider the following thoughts. As our daughter has only been a part of the Glen Echo school community since September, please forgive us if some of these issues have already been addressed. However, we did not wish to not bring them forward in the event they had not. Our primary concern is to ensure that the enrolment figures are solely a reflection of the interest in French Immersion and not skewed systemically due to external factors surrounding the program.

- Impact of Amalgamation
  - The former Wentworth Board did not offer French Immersion therefore former Wentworth Board families may not be aware that it is now available to them
  - Families with older siblings (entered school pre-amalgamation) who are settled in their current school may not wish to have younger siblings attending a different school

- Promotion of French Immersion
  (communication of the French Immersion program was a notice sent home with Junior Kindergarten students in the winter)
  - The availability of a French Immersion program should be communicated prior to students entering Junior Kindergarten (parents may be reluctant to switch schools after JK and/or may have already have made arrangements based on the location of the JK school ie. where live, child care,...)
  - There was no description of the school location in the notice sent to the JK students. Perhaps more detail on which school serves which area and the actual location would be beneficial. For example, Glen Echo serves East Hamilton and Stoney Creek and is located off Nash Road (a major recognizable street which will demonstrate that it is relatively close to the former Wentworth border)

- Transportation
  - as parents who drive their daughter to and from school (10 minutes each way) we were, at first, a bit reluctant to enroll our daughter in Senior Kindergarten as it was every day for half a day. Parents may not have the luxury of having a person available to pick their child up after 2.5 hours (mid day). Although it is not the best approach perhaps there would be more interest in Senior Kindergarten (French Immersion) if it were whole day, alternating days (similar to schools for which there is busing)?

  - When considering whether to enroll your child at Glen Echo you consider the logistics of dropping off and picking up your child each day for the next 5 or 6 years at start time and dismissal time. This might be a reason why parents do not enroll their child. Parents may not be aware of the before school and after school programs that are run at Glen Echo (we only knew about it as there was reference to it in a newsletter).

  - Now that the area in which Glen Echo serves is so large the parent council could coordinate a ride sharing program for those who are interested. We are not aware of any family in our neighbourhood who attends Glen Echo but perhaps there is someone in a "nearby" neighbourhood even in a different grade

- Commence French Immersion after Senior Kindergarten?
  - Is it possible to commence French Immersion after Senior Kindergarten? If so, promote this and at which grade is the latest. Families who, for whatever reasons (ie. were not able to "handle" the logistics of a half day Senior Kindergarten), did not enroll their child in the French Immersion program for Senior Kindergarten may think that enrolling their child at a later grade is not possible.

- Perception
  - We did not enroll our child in French Immersion until May as it was only then that we realized how relatively close Glen Echo was to us. At first I thought it might be too late to enroll but was pleased to hear there was still "some" space. In fact there was reference to a waiting list. Our perception back in the spring was that French Immersion was still very popular and that we were fortunate that we didn't wait any longer than we did to enroll our daughter or the class would have been filled.

We suggest that it's not the lack of interest in French Immersion that has led to the concern of viability but rather other factors surrounding the program such as logistics and timing which hopefully by modifying the current "set up" would allow more families to participate.

Yours truly,

David Brendon, B.Sc., M.Eng. Brenda Hough Brendon, B. Comm, M.B.A.
65 Lakeview Drive
Stoney Creek, Ontario
L8E 5A6
(905) 643-0424
david@brendon.ca brenda@brendon.ca

7-41

Friday, January 25, 2002

Dear Ms. Sims and Ms. Croxall,

Thank you for the opportunity to provide feedback on the recommendations put forth by the French Immersion Advisory Committee. I am an enthusiastic supporter of French Immersion and would very much like the programme to flourish in Hamilton-Wentworth. Overall, I feel that the recommendations of FIAC will strengthen French Immersion in our Board. There are, however, some recommendations which I think require further discussion.

***Throughout the document the FSL consultant is mentioned as an key resource person who would have many responsibilities. I feel that this person's position should be listed as a Strategy and his/her duties be defined. Perhaps the position could even be augmented to two positions given the significant number of responsibilities required.
ie:
Strategy:
Ensure the position of full-time French Immersion consultant in the HWDSB.

***It is important to recognize the need for the SOE responsible for FI to meet with principals once per term. I think that it would be important for the FSL consultant to be present at these meetings as well, to act as a resource person.
ie:
Add to page 1, item 6
Resource:
FSL consultant

***In addition to new FI teachers meeting in August, **principals** of FI schools should also meet before the beginning of classes to familiarize themselves with the programme and its needs.

*** With regard to page 6, item 2, I feel that it is very important to "Establish clear school pathways for French Immersion students that take advantage of the areas where FI interest is the greatest". The **Resources** and **Responsibility** categories seem to indicate that this strategy refers to new areas. I feel that this strategy should apply to established pathways as well, for example Earl Kitchener–Ryerson–Westdale and G. R. Allan–Dalewood–Westdale where there is already established support in the local areas.

*** With regard to the reviews of schools whose FI numbers fall below those indicated in the recommendations, I would encourage the Board to conduct these reviews with the help of parents and staff members. Past enrolments and reasons for decline should be examined carefully. For example, the Grade Six French Immersion class at Dalewood presently has 24 students. Two students who would normally be in the class are away with their parents on sabbatical this year. As a result of their absence, Dalewood falls into the category of a middle school which has "not met the minimum standard for two years" even though the class falls below 25 students only

because of the temporary absence of two children.

Thank you again for the chance to provide my feedback.

Sincerely,

Kathryn Kohler

Kathryn Kohler
Parent of two children at G.R.Allan
Teacher at Dalewood Middle School

7-43

70 Robin Hood Drive
Dundas, Ontario L9H 4G3
January 27, 2002

Claudette Sims, Ontario Curriculum Consultant
Hamilton-Wentworth District School Board

Dear Claudette,

I wish to make a few comments on the French Immersion recommendations to be presented to the Hamilton-Wentworth District School Board.

1. Under "Action Plan: Resources and Support"; "The allocation made to FI on the school budget must be spent on FI materials." This, applied to individual schools, seems obvious and necessary. I would like to see the same principle applied to the school board as a whole, so that funds provided by the federal or provincial government for French Immersion are clearly accounted for and spent on French Immersion.

2. With regard to the "home school" concept under "Action Plan: Transportation and Sites for French Immersion": I am concerned that people with children presently enrolled in a magnet school might be required to send their younger children to a different school if a French Immersion home school were established in their catchment area. Obviously, this would be awkward and inconvenient for many people, especially if transportation is not available. If current board policies do not cover this situation, I would like to see a statement permitting people to keep their children in a single school or pathway of schools, regardless of the availability of a home school in their catchment area.

3. Thank you for recommending transportation. At present, except in neighbourhoods within walking distance of a French Immersion school, participation is limited to those who are able to provide their own transportation, i.e. a fortunate elite. I know people who are passionately in favour of a French Immersion education, but because of personal circumstances were unable to provide transportation and therefore had to forgo French Immersion for their children. In terms of increasing enrollment and maintaining participation, I can think of no more important factor than facilitating transportation.

Thank you for your work in drawing up these recommendations. I sincerely hope the school board sees their merit and acts accordingly!

Yours truly,

Heather Yoell.

Heather Yoell

7-44

Karen Mitchell
225 Golfwood Drive
Hamilton, ON
L9C 7C6

January 28, 2002

Attention: Wesley Hicks – whicks@hwdsb.on.ca
Superintendent-Krys Croxall – kcroxall@hwdsb.on.ca
Consultant Claudette Sims – csims@hwdsb.on.ca
Frank D'Amico – fdamico@city.hamilton.on.ca

To Whom It May Concern:

I am writing to voice the concerns brought forward by a letter "French Immersion 2001 – recommendations" and a meeting we attended on Thursday, January 28, 2002 at Sherwood Secondary School.

We discussed the recommendations from the above letter and the very real possibility of the French Immersion program closing at Sherwood Secondary School. That brings me to the purpose of this letter. As a parent of one child attending Sherwood, I have many concerns. As you are very aware, parents and students of the French Immersion made a commitment to 13 years of driving, tutors, and many hours of hard work. This was our choice, however, we felt at the time that we had the support of the City of Hamilton. Due to the decline in enrollment - September 2001 we have been told our child may have to complete secondary school at Westdale. We are concerned with the disruption in the completion of her secondary education. The students attending Sherwood have made many new friends, gotten involved in extra curricular activities and groups, and made Sherwood their school. A disruption at this time could be detrimental in the future education of these children. Some will drop out of the French, and due to the boundaries will be unable to attend Sherwood, others will be forced to attend Westdale to complete the few last credits needed to graduate with the French Immersion Program.

We live on the West Mountain, our daughter would be one of the children forced to attend Westdale. On the days when we would be unable to drive, the city bus would be our only other mean of transporting her to school. This means our child would be forced to transfer buses outside Jackson Square. Not an area of the city we recommend a teenage girl be standing alone.

We need the support of the trustees and school board member to at least allow the children in the system to complete and be rewarded for all the hard work put forth. Please take a moment to review the recommendations put forth at the meeting attended and take into consideration all of the children.

Yours truly,

Karen Mitchell

From: "Monique Martel" <mmartel@mountaincable.net
To: "claudette" <csims@hwdsb.on.ca
Sent: Saturday, January 26, 2002 11:37 AM
Subject: French Immersion recommendations (feedback)
Dear Claudette, Here some suggestions from teachers and parents at Peace Memorial:

- SK cap at 28 according to our collective agreement
- Handbook for parents to be updated annually
- Newsletters for parents distributed via schools
- Teacher for Core English should be aware of how to teach students who do not read English in Gr.2
- If teacher librarian and computer are covering for prep.time then maybe French should be a "must"
- Continue to allow "extra teacher time" through staffing formula
- When having meetings to advertise Immersion invite parents of children already in the program to show enthusiasm and answer questions
- Transportation is a huge factor in staying with the program
- Re:p.7 Before these "viable" definitions are put into action - a period of years should pass to allow positive results from the many great recruiting ideas on previous pages to come to fruition
- The last idea will also have an impact on p.8

From: "Ed Kolpin" <ed.kolpin@3web.net
- To: <csims@hwdsb.on.ca
- Sent: Sunday, January 20, 2002 12:24 AM
- Subject: French Immersion
- My son is in Gr. 10 at Sherwood. My daughter is in Gr. 6 at Norwood Park and looking forward to attending Sherwood when she finishes Grade 8.

My personal thoughts on the decline of the French Immersion Program are as follows:
(a) It is not very well advertised by the board (our children happened to be in the Peace Memorial catchment or we would not have known)
(b) The lack of busing to the schools wears parents down, lot of children are taken out of the program because of this (we've thought about it many times)
(c) The school boundaries are not maintained (if there are any!). Some schools are overcrowded (Norwood/Westdale) at the expense of others (Peace Memorial/Sherwood).
(d) The F.I. Program needs to be treated as a "Signature" program by the Board, not as an after thought. It really is a good thing.

Thank you. Ed Kolpin

From: "Jan Ward-Shipton" <tjwexford@hotmail.com
To: <rwoodowr@hwdsb.on.ca ; <kcroxall@hwdsb.on.ca ; <csims@hwdsb.on.ca
Sent: Saturday, January 26, 2002 10:18 AM
Subject: Concerns about the Future of The French Immersion Program

Dear Sir or Madam,

It is with great sadness that I write you this letter. I have just returned from an information meeting for parents of students in the French Immersion Program. I would like you to take a moment to read my concerns following the meeting at Sherwood High School.

My son is in grade ten at Sherwood High and from what I understand, the F.I. program will be canceled for the

fall of 2002. What will become of those students already in the program? Will the school board provide the existing students with a quality program while it is being phased out? Will they have to leave the high school they've called "home" and start over at Westdale? Will F.I. turn into an optional program for those in the west end of the city only? What happened to the board's commitment to the program? Are you aware of what is going on? Are you doing what you can to provide the best for the remaining students in the progam?

I could go on, but I'm sure you've heard it all before. My son will not be attending Westdale if the F.I. ends at Sherwood. He does not want to change schools halfway through his high school years and I can understand that. It will be very disappointing to have invested all these years of devotion to the F.I. program only to have him fall short of his F.I. certificate by a few credits. Aren't these years of a childs' life hard enough without adding extra 'stuff' for them to deal with?

As F.I. parents we are used to being promised things and then never seeing those things appear. For e.g. I was told back in 1986 when I enrolled my daughter (the first of three of my children to be enrolled in the F.I. program) that she would leave A.M.Cunningham School to attend Glen Brae Middle School and then go on to Glendale High's F.I. program. Glendale never got a F.I. program. I was told that the board would find qualified substitute teachers to fill in when the F.I. teachers were sick or on leave. That rarely happened. I was promised better resources and library materials so all schools would have equality. Never saw that. I have read the list of recommendations that the F.I.A.C. will put before the board. For the most part they all sound wonderful. I hope you will review them carefully. I am not only concerned about the situation at Sherwood High, but I fear the whole program will fade away if it is not promoted and made accessible to the S.K. entry level students. Let's face it, when parents hear of the F.I. programs closing in many of the schools, they will not enroll their children.

Please take the time to consider the points I have made. Pay special attention to how you handle the Sherwood situation. Try to imagine the student being your son or daughter. The one who has been driven by you for approximately ten to twelve years to a school program that you had the faith to believe would enrich your child's public education with the bonus of learning Canada's second language.

Thank-you for taking the time to read and consider my concerns.

Sincerely,
Jan Shipton

----- Original Message ----- **From:** Julie Webster
To: csims@hwdsb.on.ca
Sent: Tuesday, January 29, 2002 1:01 AM
Subject: French Immersion Advisory Board Recommendations
Dear Claudette Sims:
I have two children presently enrolled in the French Immersion Programs of G.R. Allan and Dalewood. Shane is 12 years old and in grade seven and Stephane is ten years old and in grade five. I sat on the FIAB work group last autumn. I am greatly concerned by the dropping numbers and could go on and on about who is responsible and why but that is spilt milk and now we have to save the day, so to speak. I have spoken to staff at St. Joseph's School on Locke St. and asked them why they don't lose any of their students to English, how come their numbers are so strong? I love someone who can be brief: this one woman stood out in her explanation: "In a word", she said "T R A N S P O R T A T I O N". Why waste time. We know this could really change the situation. The fact that it has never been offered bears no weight! The population of Hamilton is growing - all the time (just look at Ancaster, and Waterdown and the subdivisions along Governor's road in Dundas as well, of course, as on the mountain). We offer a few classes to a few people. If you don't have a car, and can't walk in there's no French Immersion for you. Now *that* is ELITIST. Canadian Parents for French have put in their recommendation in concerning this point and I do hope that it is really studied.

There is great fear that the issue of transportation is so "laughable" that it's almost a waste of time and won't even be seriously discussed. This is horrible. The sacrifices made to get children to FI classes not held in our own neighbourhoods (which is also terribly regrettable) are endless and we worry all the time that our FI might move even further down the road. And who would be going then? Those that walk in presently? Without transportation I don't think so. However, the same nomadic families who know no one in their own areas and will not sacrifice their children's only friendships will continue the caravanning back and forth together in our separate cars/vans. We are fully aware that we pay decent tax dollars for our children's education and we are also aware of the language grants that come from Ottawa. We are also VERY aware of how many boards offer transportation to the French Immersion students. Let's go forward and do the one thing that will make it a viable program, offer transportation and let's do a second thing to make sure it grows and grows - open up new classes in all our towns: Waterdown, Ancaster, Dundas etc.
Thank you for your time. I said I liked it when people were brief - I wish I could be like them!
Yours truly,
Julie Senecal Tremblay
(905)628-0445
roselawn@sympatico.ca

----- Original Message ----- **From:** Mike Harris
To: csims@hwdsb.on.ca
Sent: Tuesday, January 29, 2002 12:16 PM
Subject: FI Recommendations

Bonjour,
As a parent of three FI students, I would like to thank you for attending the meeting at Dalewood last night. I realize that a great deal of work by many people has gone into this document and I think that it is a good document.
I want to again express my concern that FI is not given the support it needs by the administration at the secondary level. As you will recall, I was not the only parent to express this view at last night's meeting. It is a frustration of many FI parents and students. Too often, too quickly, students are advised by the guidance department to drop out of FI when a time tabling conflict arises. Students have been told that the FI certificate is meaningless. These are students who have spent years in the program and want to fulfill its requirements. They are severely limited in what they can take and are not finding the guidance that they need at the school level. When this issue has been raised at the school, the response has been one of surprise and supposed concern but no action.
A student in FI in the new curriculum will take one third of their secondary courses in French. Currently, two thirds of the 12 courses available to them at Westdale are in grades nine and ten. With the high demands of the new curriculum, many students are concerned that taking math and/or science in French will jeopardize their marks in a time of tight competition for university placements. If a student opts not to take math in French, they must take all of the remaining FI courses in order to meet the requirements of the certificate. (The number of courses required has not changed, despite the fact that the students now have only four years to complete the requirements rather than five.)
The school needs to make an effort to have more flexibility in the scheduling of the existing courses and to look seriously at offering additional FI courses that are not as technically demanding as science and math.
With the existing courses, it has happened that the three (grade 11) FI courses offered are offered only during two periods. If they were offered in different periods, the students would have more flexibility in their program. With the existing courses, it is my understanding that a course was oversubscribed to and rather than offering another period of the course students are told that the course is full - only compulsory courses can exceed certain class size limits. However, for some students working on their FI certificate, these courses would be compulsory as there are no other FI choices! There may be other reasons for these circumstances, but they are not communicated to the students. I understand that staffing is an issue here but FI is not new to

Westdale and these concerns should always be taken into account when staffing a school that boasts about its programming options.

Staffing is also an issue as to why other FI courses are not offered. What about offering a French Drama or grade nine Phys.Ed. in French? The new compulsory Civics/Careers course would lend itself to being offered in French (highly conversational and many of the web sites are bilingual Canadian university and government sites). This would help students as they would get 'two for the price of one'; a compulsory course and an FI credit. I realize that the curriculum is probably not available in French as yet - why not? Next year will be the third year that the course has been mandatory, has there been any investigation as to how to deliver this in French? Don't the Ontario French language secondary schools have to offer it to their grade ten students? What resources do they use?

When I raised some of these concerns, I was told that the students are not complaining about the limited course offerings. Many are complaining and they are frustrated.

I am not complaining about the FI teachers at Westdale when I say that staffing is an issue. I realize that in order to offer other FI courses we need additional qualified staff to do it. I feel that this should always be a consideration when staffing the school. Also, all the guidance staff should be supportive of the program. (I know one of them is supportive.)

I don't know how these comments would impact on the recommendations. As I said earlier, I feel it is a good document and I applaud the efforts of those who worked on it. Perhaps in the action plan on program consistency the strategy to "Increase the number of subjects...", should be under the responsibility of HR as well to ensure that FI staffing needs are met with forward thinking and the FSL consultant should be listed to assist the schools in obtaining FI resources in order to offer these additional subjects.

Thank you for the opportunity to express my views. I am supportive of the FI program. I want it to be strong and viable but I am frustrated by what I see at the secondary level.

Merci.

Jill Harris
905 526-7305

----- Original Message -----
From: <dfields@hamiltoncas.com
To: <csims@hwdsb.on.ca
Sent: Tuesday, January 29, 2002 1:11 PM
Subject: FI Recommendations

> Claudette,

Thank you very much for your presentation at Dalewood Middle School last night. My daughter, Keisha Quinn, is in the Grade 6 FI program there and really enjoys it and is intending to go much further in the program. From what I understand of the Recommendations, it looks like most of them would be very positive changes to the program. Like another parent expressed at the meeting last night, my only concern is that two year period to examine a school's viability for the FI program. It does not seem like a long enough window of time to appropriately evaluate.

The only other concern that was raised for me at this meeting last night were the issues about the lack of support of the FI program at the secondary school level. This is the premature encouragement to drop the program if the student is experiencing any problems, as well as the lack of courses offered in French and the scheduling conflicts that make it impossible for the student to fulfill the requirements for the program.

This was the first I had encountered this information. I am deeply concerned about this situation, given that my daughter is very excited about the prospects of staying in the program through high school and the potential of courses in french at the University level as well. However, it seems that these issues are addressed in the FI recommendations. So, assuming the recommendations go through these issues will be taken care of.

Oh yeah, this reminds me of one more concern that stems from a 'horror story' that I heard from another parent this morning. That is a teacher teaching a french Science course when the teacher's background was in music and their french very poor. Again, if the recommendations are implemented, this concern will also

assumably be addressed.

7-49

One more thing I want to clarify about last night's meeting. I would like to draft a letter in support of the FI Recommendations and send it to Trustees, MPP, City Councillors, etc. Realistically, having just acquired this knowledge last night and considering my schedule, I can get it done over the next few nights. Am I going to be wasting my time? I know you needed this feedback today. My understanding is that everyone else is meeting to consider the recommendations in early February? So, if I get all my other support letters off this week, is it too late or going to do any good?? Please let me know.....

Thanks in advance for your response,

Diane Fields
20 Blackwood Cres.
Hamilton, Ont. L8S 3H5
(905) 528-6121

----- Original Message -----
From: <mcleodsg@halisp.net
To: <csims@hwdsb.on.ca ; <dominic_agostino-mpp@ontla.ola.org ; <wmarston@hwdsb.on.ca
Sent: Tuesday, January 29, 2002 5:15 PM
Subject: Review of French immersion programme

To Whom it may concern:

I am writing this letter on behalf of the Glen Echo School Council members, parents and children of the Glen Echo French Immersion program.

It has recently been brought to our attention that a review is underway regarding the French Immersion program. It is our understanding that the review is being conducted specifically to realign students involved in the French Immersion program and may result in a change of schools for many students entering or already involved in the program. As a parent of a child enrolled in Glen Echo School, I must admit these changes that may occur have alarmed me. A parent places a child into a school environment after great consideration and this should not be tampered with at the expense of our children. Glen Echo is a highly accessible school. It is very closely located to main corridors which include Queenston Road, King Street and Nash Road. It can easily be accessed by many students without the added cost of busing. It is also closely located to Stoney Creek. New building developments within Stoney Creek are within a 10 minute drive. It is unclear if the recommendations were made with the knowledge of two new housing complexes being built at King and Nash and King and Greenhill. Many parents choose the location of their home based on the availability of such educational programmes as French Immersion. Glen Echo is widely known as a multicultural school. Having the French Immersion program situated in this environment serves many benefits. It offers a comfort to those students who's first language is not English by showing them the acceptance of a different language. Glen Echo is also closely situated next to Glen Brae, the middle school presently being used for the French Immersion program for grades 6, 7, and 8. Glen Echo is a school that is conducive to learning, less intimidating for the diverse population it serves, and a size equitable for providing quality assurance. The information that was reviewed by our council members indicates that our number of students for enrollment are not viable. It should be questioned whether the numbers have been reviewed to show the commitment level and dedication of the Glen Echo students in the French Immersion program. Have there been statistics from all the schools offering the French Immersion program to determine at what stage students are leaving and why ? Having 20 students start and remain in the programme would seem to be more cost effective rather than have 25 start and only 10 remain in later years. As you are aware there have been many changes to the City of Hamilton, which included the amalgamation of Stoney Creek. As this City did not offer a French Immersion program, many parents are not aware that this program is being offered and in a location close to them. As these changes are still new, a transition period should be provided to allow this information to spread into the new areas now considered as

Glen Echo's incatchment area for the French Immersion program. Consideration should also be given to families with more than one child. The impact on a family could be very stressful and result in removal from the program. Parents with older children already in the program, and younger siblings awaiting entry would no doubt be required to make a decision whether it was important to have all the children attending the same school for eg. babysitting arrangements. In summary, Glen Echo is the school of choice when considering the French Immersion Program. The location, the size and the commitment of the students is truly an asset. Allow a transition period to implement the advertising to surrounding areas such as Stoney Creek and reconsider when statistics are available.

Respectfully,

Glen Echo School Council parents, and children

FRENCH IMMERSION ADVISORY COMMITTEE (Steering Committee)

Krys Croxall, Superintendent of Program and Assessment
Catherine Youngblud, G. R. Allan
Marg Bowman, Westdale
Dina Cadete, Ryerson
Gisele Portelance, A. M. Cunningham
Anne Klaus, Westdale
Barbara Mitchell, Norwood Park
Jean Lewis-Knight, A. M. Cunningham
Michelle McNabb, Sherwood
Ches Terrien, Westdale
Aisha Boyce, Westdale
Katie Harris, Westdale
Claudette Sims, OC Consultant

Program Work Team

Claudette Sims, Facilitator
Margaret Dickin, Westdale
Jane Weary, G. R. Allan
Deborah Doody, Norwood Park
Monique Martel, Peace Memorial
Angela Middaugh, Sherwood
Sue Ward, A. M. Cunningham

Accommodation Work Team

Krys, Croxall, Facilitator
Doug Cihocki, Sherwood
Nancy Brooks-Bittle, A. M. Cunningham
Julie Senecal-Trembley, G. R. Allan
Katherine Yantzi, Dalewood
Kathryn Kohler, Dalewood
Ed Przychocki, Sherwood
Dean Alex, Earl Kitchener
Ghia Dean, Westdale
Judith Bishop, Trustee

#8

Approved for dissemination by the Director.
Signature:
Date: Feb 7/2002

February 11, 2002

To: **Trustees**
From: **Executive Council**
Jim Wibberley – Reporting Superintendent
Re: **Alternative Education Review Committee Report**

Executive Summary

What is Alternative Education?

Alternative Education serves students who cannot be served in a regular school/class setting and may be considered to be "at risk." These students often are falling behind academically and may have additional challenges that require attention. It is hoped that these students will return to a regular school setting.

Alternative Education may be offered both within a regular school setting and as system programs. Programs address academic needs but also may contain a social/emotional component. Generally student programs are individualized.

Summary of the Recommendations of the Review Committee?

- Alternative education requires an administrative structure that includes a Principal responsible for system alternative programs (see page 4).
- An admission and demission procedure for system programs needs to be put in place (see page 6).
- A communication plan for alternative education should be developed (see 5.1).
- There must on-going and systematic data gathering regarding student/program needs and program effectiveness. This would be the responsibility of the Principal (see 1.1.4)
- Both system and in-school programs are required to meet student needs (see 2.1)
- Pathways and linkages between programs must be created and maintained. The Principal of Alternative Education would facilitate this (see 2.4 and 2.5).
- Partnerships and external funding should be used to expand program opportunities (see 6.1 and 7.1).
- The consolidation of system programs should be considered where it enhances program offerings (see 2.3).
- Alternative education staff should receive appropriate staff development (see 5.2).

Decisions Required

Referral of the recommendations to Executive Council for implementation where/when feasible, in concert with the Strategic Directions of the Board.

The Hamilton-Wentworth District School Board

Memorandum

February 11, 2002

To: **Merv Matier, Director of Education and Secretary**

From: **Jim Wibberley, Superintendent of Education**

Re: **Report of Alternative Education Review Committee**

Recommended Action:

Moved by_____ that the report of the Alternative Education Review Committee be endorsed and referred to administration.

Background

In March 2001 the Board created a working group to develop a model for the delivery of alternative education programming within The Hamilton-Wentworth District School Board. The model must address the need for programming pathways and stress linkages between programs. In addition, the model was to address the need for an appropriate administrative structure for alternative education.

The committee began its work in the spring of 2001 and meet numerous times, concluding its work in January 2002: The Committee members were:

Rick Hart – Secondary VP - Glendale & Chair of the Committee
Jeremy Abrahams – Special Education Consultant
Judith Bishop – Trustee
Barry Morlog – Elementary Principal – Tweedsmuir
Mark Degner – Teacher, Champs Program
Sue Fox – Elementary Principal – Queen's Rangers
Lillian Orban – Trustee
Anne Hobbs – Teacher, Try Program – Waterdown
Barb McSkimming – Program Leader, Lawrence Program
Cheryl Poot – Special Education Consultant
Malcolm Powell, Manager of Social Work Services
Diane Sayers, Social Worker
John Smees – Secondary Principal – Hill Park
Gerry Smith – Teacher, Apollo Program Park
Jim Wibberley - Superintendent of Education
Joanne Bannister – Secretary to the Committee

Previous alternative education reports have been attached (see Appendix A) as background information. The committee made a deliberate effort not to replicate the work of previous committees but rather moved directly to its specific mandate.

Defining alternative education

The first task undertaken by the committee was to develop a definition of alternative education that would help to guide their work. It was understood that alternative education serves a wide range of students but could not and must not try to be all things to all people. The agreed upon definition was framed as an answer to two questions as follows:

Who are alternative education students?

- Students who we are unable to serve in the regular school/class setting for a wide variety of reasons.
- Students who are falling behind academically and who have additional needs.
- Students who will at some point reintegrate into the education system or enter the world of work.
- Students who need additional support that cannot be delivered in a regular school setting/class setting.
- Students who are "at risk" in some way.
- Students may or may not be identified as exceptional.

What are alternative education programs?

- Programs offered within a regular school (in-school programs) but separate from regular classes both in location and in method of program delivery or programs outside of the regular school setting. In-school programs are accessed only by students from a particular school. System programs are available to students from any school.
- Programs that address the social and emotional needs of students.
- Programs that have an individualized educational component.
- Programs may target students with a certain profile.

The Work of the Committee – The Process

The Committee agreed that it needed data upon which to base its recommendations. Previous alternative education reports supplied a great deal of data on the nature and profile of our existing programs but what appeared to be missing was information on how our system and community viewed our present programs and what our program needs might be. To gather this information the committee structured a **focus group process** that targeted groups both within and outside our system. The intent was to gather data that would permit an assessment of both program effectiveness and need.

There were seven separate focus groups involved in the process:

- Elementary Administrators
- Secondary Administrators and guidance staff
- Alternative Education Teachers
- HWDSB Social Workers
- Community Agencies (CAS, Child and Adolescent, Chedoke Child and Family, Probation, Alternatives to Custody, Adolescent Community Care)
- HWDSB Support Staff (Psychological Services, Special Education, Section 19, Curriculum, Supervisory Officers)
- Parents of students in alternative education

Each focus group was made up of ten to twelve people. The focus group process was conducted by the Leadership Consultation Group so as to provide a fair and unbiased approach and report. A small committee worked with Leadership Consulting Group to design the focus group process. The process was structured in such a way that the information could be synthesized down to the essential and critical parts and therefore provide the Committee with clear direction. The report on the focus group process is attached in Appendix B.

The focus group process identified a number of "themes" that provided the basis for the Alternative Education Review Committee's recommendations. The "themes" were then merged or enhanced through the process of developing recommendations. The committee's intent was to present realistic and manageable recommendations that set a clear direction for alternative education.

The Committee spent considerable time discussing the form of its recommendations. The decision was to offer a "framework" as opposed to a "blueprint" for alternative education. The rationale for this decision was that, in the Committee's view, the alternative education program needs to evolve, based on a process of on-going consultation and data gathering. The recommendations will set a direction but allow for a natural, needs based evolution of the program.

The recommendations are framed in terms of the Board's Strategic Directions and are a fit with the Board's overall Strategic Direction Plan. An effort was made to offer recommendations that do not commit the Board to increased expenditures. Some recommendations can be implemented as soon as the next school year while others would be phased-in as appropriate.

A profile of the Board's current alternative education programs is attached in Appendix C.

Recommendations

1. Administration and Procedures

1.1 That an administrative structure for system alternative education programs be established including a Principal responsible for alternative education.

1.1.1 The Principal will be charged with the administration and supervision of the system alternative education program both elementary and secondary. This could include the Phoenix and Lawrence programs, SALEP, Champs, Apollo and Aces.

1.1.2 The Principal will oversee the admission and demission process for alternative education (see recommendation 2.5).

1.1.3 The Principal will be responsible for curriculum supervision and management as well as supervision of staff and students.

1.1.4 The Principal will engage in on-going data gathering regarding the need of students and the system with regard to alternative education. This data will guide the future development and organization of alternative education.

1.1.5 The alternative education Principal will liaise with the Principals of in-school alternative programs.

1.1.6 Executive Council would determine how to fund this principal from existing resources.

Rationale: At present the alternative education programs have no administrative structure beyond their sometimes loose association with a regular school and its principal. An administrator is needed to pull the programs together and develop program linkages that maximize program opportunities for students and make the best use of system resources. At the present time programs operate in virtual isolation from one another. There is no mechanism for linkages between elementary and secondary programs, between programs within the same panel and other Board programs (e.g. Section 19). Students should have the opportunity to transition from elementary to secondary within an alternative education program.

2. Effective Program

2.1 That the HWDSB continue with a combination of system and in-school alternative education programs.

2.1.1 The system is best served when a two-tier alternative education program is maintained.

2.1.2 Secondary schools will be encouraged to develop in-school alternative education programs by reallocating existing teaching staff.

2.1.3 A new administrative structure for system alternative education programs would provide a direct connection (pathway) between system and in-school programs.

2.1.4 Students would be enrolled in a specific alternative program but would have a designated "home school" to allow for easy reintegration into a regular school setting.

Rationale: An efficient use of system resources occurs when schools (usually secondary schools) create and run their own in-school alternative programs, along with a system alternative education program, that can meet the student needs that a school based program cannot. Alternative education students need varying levels of service. Some have needs that can best be met by staying in the regular school setting while others need the programming offered by a system program.

2.2 That a variety of flexible programs based on individual needs be provided to meet the needs of HWDSB students and that ways to create more program be explored by administration.

2.2.1 The focus group results showed clearly that more programs are needed and that small class sizes need to be maintained.

2.2.2 Staffing and funding for new programs would have to come from existing staffing and budgets because students are moving from regular school settings into alternative programs.

2.2.3 Partnerships with Section 19, Special Education, Continuing Education and ABC can help to provide more diverse programming.

2.2.4 Funding opportunities and partnerships outside of the education sector should be sought to help develop program opportunities. This could include programming for more students not presently in the school system.

Rationale: Stakeholders made it clear that they feel that more program spaces are needed in the system programs. These spaces will have to be created using a new revenue streams or in partnership with existing programs that have congruent programming goals. Increased program opportunities can only be created when partnering groups see value in directing resources to alternative education.

2.3 That administration look for an opportunity to consolidate a number of system alternative education programs in one site.

2.3.1 Consolidation would include both elementary and secondary programs.

2.3.2 Separate programs would evolve into one larger more diverse program.

2.3.3 Consolidation permits easy sharing of resources and makes effective use of alternative education budgets.

2.3.4 The Limeridge Coop program could become part of the system alternative education program. SUPER (Orchard Park) and Star (Glendale) could become system programs if deemed appropriate.

2.3.5 Leased sites would be discontinued where appropriate thus saving on rental costs. This would have to be balanced with the cost of operating out of a Board owned site.

2.3.6 The alternative education Principal will be available to supervise and manage the school and work with staff on curriculum implementation and program

development. An on-site principal not only manages the school but also acts as an advocate for the students, staff and the alternative education program.

Rationale: Consolidation would bring together a critical mass of staff allowing for program diversity and expansion (see recommendation 3.1). Specialist staff would be available to a larger number of students. For example an alternative education LRT could be available to students every day if they were congregated at one site.

2.4 That a central admission and demission process be created for all system alternative education programs

2.4.1 The Principal of alternative education will be responsible for this process. The process would involve an intake committee chaired by the Principal.

2.4.2 This allows the placement of students in the most appropriate program.

2.4.3 This will provide a clearly understood pathway into system alternative education programs and back to the regular schools.

2.4.4 The process will be applied in a consistent manner across the system.

Rationale: A central admission and demission process provides a clear route for access to system alternative education programs. At the present time there is confusion about the criteria for programs including admission and demission.

2.5 That alternative education programs be connected by pathways that offer appropriate program options for students and schools.

2.5.1 Pathways are facilitated by a consolidated program (see recommendation 2.3). Increased program options in one site allow for better program service to students.

2.5.2 Principals will ensure that a transition plan is created for each student to ensure that pathways are explored.

2.5.3 A central intake process helps to ensure that pathways are explored (see recommendation 2.4)

Rationale: Program options are critical for the success of alternative education programs and their students. At present pathways are either non-existent or difficult to determine. Pathways must become a part of the educational plan for an alternative education student. A consolidated program would facilitate pathways by increased programming options within the alternative education program. Improved access to programs will help to keep students in school

3. Human Resources

3.1 That a differentiated staffing model be established so a wide variety of staff may be employed in alternative education programs.

3.1.1 Students in alternative education programs need the services of a variety of personnel. This includes teaching staff, social workers, child and youth workers, educational assistants, job coaches, etc.

3.1.2 There would be a wider variety of teaching staff available to alternative education students. This includes subject specialist and learning resource teachers.

Rationale: At present alternative education programs are very limited by the type of staff available. The programs have generalist staff and can't share resources. In addition, there is no mechanism through which staff can work together. Alternative education students have needs which range beyond the typical academic ones. The availability of subject specialist teaching and other specialized staff would dramatically increase the programming available to alternative education students.

3.2 That the present allocation and distribution of EA's and support staff be maintained and enhanced where possible.

3.2.1 Many alternative education students have special needs that can be supported by an EA and other support staff.

3.2.2 An EA can help to address safety issues associated with off-site programs.

Rationale: Alternative education students have needs beyond those that can be addressed by academic staff. Support staff plays a critical role in meeting diverse student needs.

4. Accommodation

4.1 That the HWDSB look for an opportunity to consolidate the majority of the system programs in one location using existing Board facilities.

4.1.1 Consolidation would allow administration to make better use of the human and financial resources available to alternative education programs (see recommendation 2.3).

Rationale: At the present time the Board rents a number of sites to provide for alternative programs. While this strategy has served the Board well, it also requires financial resources that could otherwise be used for programming purposes.

4.2 That the Principal responsible for alternative education be located on-site when a consolidated program is created, along with appropriate clerical support.

Rationale: This would support recommendations 1.1, 2.4, 2.5, 3.1.

5. Communication

5.1 That the Principal of the system alternative programs be responsible for the development of an effective communication plan that meets the needs of schools, students, parents and the community.

5.1.1 The communication plan will clearly articulate alternative education programs and pathways including admission procedures for both system and in-school programs.

5.1.2 Communication with all Principals, including Section 19 and Special Education should be formalized.

Rationale: The system and the community have stated that this communication is presently lacking in the HWDSB. It will facilitate communication if people both within and outside the system know how to access our programs. Liaison with Section 19, Special Education and in-school programs is important because these programs share and support some of the same students served by the system alternative programs.

5.2 That the Principal of the system alternative education programs develop (in conjunction with the staff) a professional development program that will focus on the needs of staff in an alternative education setting.

5.2.1 The staff of alternative programs has unique in-service needs that are not being addressed at present.

5.2.2 This will allow for the sharing of best practices and the development of a professional support network amongst the staff.

5.2.3 It also creates a mechanism for system and in-school alternative education staff to work together.

Rationale: At the present time alternative education staffs work in virtual isolation from each other.

6 Resource Allocation

6.1 That opportunities for revenue generation be sought out, along with partnerships, both within HWDSB and through community organizations.

6.1.1 This would be the responsibility of the Principal responsible for alternative education.

6.1.2 The Principal would be responsible for the proper identification and submission of ISA claims. The Principal would also ensure that student registers are generating maximum student grant dollars.

Rationale: There are organizations within the community whose clients are our students. Partnerships will allow both the HWDSB and community groups to make better use of their resources, while increasing the services available to our students.

6.2 That the Principal of alternative education be responsible for the budget for all system programs.

6.2.1 The Principal can ensure that resources are being used in an efficient and appropriate manner. Sharing and bulk purchasing will be facilitated.

Rationale: This will ensure the maximum value for each dollar budget for alternative education. At present the teachers in each program expend their budget in isolation from each other.

7 Relationships

7.1 That the administration of alternative education look for partnerships with community groups and agencies that builds supports for alternative education students and staff (see recommendation 5.1, 6.1).

7.1.1 The clients of many community agencies are our students.

7.1.2 Partnerships can sometimes be created at little or no cost to either party.

Rationale: Partnerships enhance the work of all parties to the arrangement. In addition, partnerships help to make efficient use of human and financial resources.

Summary Of The Recommendations

If implemented the recommendations in this report will:

- Create an administrative structure for system alternative education programs that includes a Principal responsible for system alternative education programs.
- Create program criteria including admission and demission procedure for system alternative education programs.
- Create a communication plan for alternative education within the Board.
- Ensure the on-going, systematic gathering of data regarding student and program needs. This will provide program direction and help in the determination of program effectiveness.
- Maintain both system and in school alternative education programs.
- Create pathways for students between system alternative education programs (both elementary and secondary), Section 19, Special Education and regular schools.
- Create linkages between elementary and secondary programs.
- Encourage the use of partnerships to develop increased program opportunities that will meet student needs.
- Encourage the pursuit of external funding for programs, both existing and new.
- Move towards a program consolidation that will enhance program offerings.
- Create a larger group of staff in one site to permit increased educational opportunities at the system level.
- Create appropriate professional development opportunities for alternative education staff.
- Enhance accommodation structure for system alternative education programs.

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Appendix A

The Hamilton-Wentworth District School Board

March 1, 2001

To: Merv Matier, Director of Education and Secretary

From: Jim Wibberley, Superintendent of Education

Re: Report on Alternative Education

Recommended Action:

Moved by_____ that the Hamilton-Wentworth District School Board create a working group to develop a system model for the alternative delivery of program within the Board and with the following mandate:

1.1 The committee will assess student/system needs that are not met in a regular school setting. The model for the alternative delivery of program will address these needs in a financially responsible manner.

1.2 The model will present alternative programming pathways for students, stressing linkages between programs and an appropriate administrative structure.

1.3 The committee will be structured as follows:

- Secondary Administrators 2
- Elementary Administrators 2
- Alternative Program Teachers 4
- Special Education Department 2
- Superintendent of Education 1
- School Council Representatives 2
- Trustees 1 or 2
- Social Work Department 2

1.4 The committee will present its report at the January 2002 Education Committee. The report will address the following in the context of a model for alternative program delivery:

- Accommodation and Facilities
- Communication
- Effective Program
- Administration and Procedures
- Human Resources
- Relationships
- Resource Allocation

The Six Filters for Alignment will be employed.

1. Process	2. Structures
3. People	4. Information
5. Decisions	6. Rewards

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Appendix A

1.0 Background

- In the November of 1999 a preliminary report on Alternative Education was submitted to the Board. The report included a summary or research regarding alternative education and an overview of existing programs. At the November 1999 Board meeting a committee was created to review alternative education programs and report to the Board in March 2000.

- The report was presented at the April 6, 2000 Education Committee. The report contained five recommendations as follows:

  1. That the Jackson High Alternative program continue in its present format.
  2. That effective September 2000 the Phoenix and Lawrence Alternative Education Programs be discontinued.
  3. That the 7.0 FTE staff in the Phoenix and Lawrence programs be re-deployed in the regular secondary schools to permit the creation of site based programs.
  4. That interim reports be made to the Education Committee on the community based programs, Jackson High and SALEP.
  5. That an Alternative Education Review Committee composed of a supervisory officer, the section 19 administrator, a Trustee, the supervisor of social work, the principal of Special Education and a secondary school principal be established to monitor the delivery of alternative education programs and prepare the interim report submission to the Education Committee.

- The Board passed none of the above noted recommendations. More information was requested around the impact of the recommendation to close the Phoenix and Lawrence programs

- At the April 6, 2000 Education Committee the following motion was passed:

  That the Alternative Education programs continue for the September 2000 and evaluations of these programs take place and that a report with clear and measurable outcomes and including parents' input be brought back to the Board in March 2001.

2.0 Other Information

- The Preliminary Report on Alternative Education (attached) included descriptions of all alternative programs including both elementary, secondary and SALEP . The final report of the committee contained recommendations with regard to secondary programs only with a focus on the Phoenix and Lawrence programs

- The "clear and measurable outcomes" mentioned in the Education Committee motion of April 6, 2000 were not defined.

Appendix A

3.0 **The Issues and Challenges**

- Clear and measurable outcomes in the context of alternative education are not easy to capture because of the unique nature of the programs. Individual goals are set for each student and these goals often do not fit the standard credit-granting model. In alternative education success is defined on a student-by-student basis and therefore statistical analysis does not always present a clear picture of the successes or failures of a program. The retention of students in an educational setting, when they might otherwise drop-out, is almost always the goal of alternative programs.
- Alternative education programs are often developed from the vision or passion of one or two people who create and sustain them. Our system has numerous alternative education programs at the elementary and secondary level (see appendix A) but no coordinated approach to the delivery of programs so that a full range of student needs can be met. Linkages between special education programs and section 19 programs have not been explored.
- The present programs serve a wide range of students.
- The Phoenix and Lawrence programs serve a body of students who have not been successful in a regular school setting. These programs offer an educational and support program away from the regular school setting. They are in some cases a student's last hope before he/she leaves the system entirely. The parents of students in Phoenix and Lawrence support these programs as an important educational option for their children.
- We do not have a clear picture of student needs that are not currently being met by our programs and how alternative programs might meet these needs.
- The goals of each program need to be clearly linked to a system vision for alternative education. At present no such comprehensive vision exists. The goals of individual programs are often unclear but with the best of intentions in terms of meeting student needs.
- Entry and admission criteria are site-based because of how the programs developed. They have never been invited to view themselves as part of a larger system of alternative programs.
- The programs have varying administrative structures and no consistent principal supervision from program to program. This lack of an appropriate administrative structure does not encourage a system view of the programs. In addition, it creates accountability problems.
- The staff of the secondary alternative programs faces a difficult challenge in that they must implement the new reformed secondary curriculum for multiple courses in a non-traditional delivery mode. This an almost impossible task when the staff operate in isolation.
- The relationship of the alternative programs to regular schools (and hosts schools) remains largely undefined.

- The creation of new in-school alternative programs demonstrates the growing need for programming options within our system.
- The question of financial viability remains unanswered. Are the costs of these programs supported by their enrollment and how do we take into account the placement of these students as we staff our regular schools?

4.0 **Summary**

- The Hamilton-Wentworth District School Board offers a wide range of alternative programs at the present time. However, the programs are not administered in a coordinated fashion and clear alternative programming pathways for students have not been mapped. A full examination of our needs and programs would permit the development of a system model for alternative programming
- The elimination of any alternative program without an appropriate educational option for the students served by the program is not supportable. The reorganization or elimination of a program makes the most sense in the context of a system vision and model for alternative programming.

Who are the at risk students?

The label "at risk" has the potential to stigmatize students and inadvertently make some of their problems worse. The term also nourishes the perception of individual culpability and tends to isolate the problem with the students and their families.

Educational research indicates that a number of personal, social and academic factors place students at risk. However, at risk students do not necessarily conform to stereotypes. There are complex reasons for disengagement from schools. Although labels for student characteristics can be helpful to educators in deciding how best to serve the needs of students, they do not explain the nature of the interaction between at risk students and the school that plays a crucial role in an individual's decision to drop out.

The three general causes of dropping out of school cited by research are as follows:

a) includes social and background factors such as low socioeconomic status, single-parent home, low parental support, family crises, community stress/conflict, family mobility, minority race or ethnicity, and limited experience in the dominant culture

b) personal problems that are generally independent of social class and family background. Included in this list are mental and/or physical health problems, low aspirations and self-esteem, alienation, rejection of authority, substance abuse, legal problems, trauma from divorce or death in the family, sexual orientation, and pregnancy

c) school factors such as retention in grade, course failure, passivity and/or boredom, truancy, suspension, and other disciplinary problems

These three sets of factors are interrelated and interact in complex ways and they affect students differently. These various circumstances and conditions that place students at risk are far from accurate predictors of poor educational performance. All children from single parent households do not lag behind academically. Multiple lines of evidence show that at risk factors may produce no long lasting damage when alone, but may produce significant harm when combined (Schorr, 1989).

Although the above characteristics are less than perfect in predicting **individual** educational performance, they are consistently related to lower levels of **group** achievement and attainment.

Certainly, students who exhibit two or more characteristics have a greater likelihood of poor academic performance or withdrawal from school. At the same time, however, many students may experience or exhibit one or more of the characteristics without experiencing school failure. Some students, then, are vulnerable while others are more resilient to the circumstances and conditions that place them at risk.

Research clearly demonstrates that early school leavers have more trouble finding well-paid, life-long employment and a harder time obtaining further education and training. Early school leavers tend to have higher unemployment rates. Higher unemployment is associated with low self-esteem, higher mortality rates, higher number of suicides and increased numbers of admission to psychiatric facilities (Gage, 1990).

The economic cost of allowing 11,000 youth to leave school before graduating over the next 20 years could be $23 billion in lost income and productivity, $9;.9 billion in foregone tax revenues and $1.4 billion in additional unemployment and welfare payments (Canadian Council of Social Development, 1991)

Alternative Education Programming

Addressing the diverse needs of at risk students is complex. Simply transplanting successful educational models or strategies from other jurisdictions may not work. Meaningful insights and research results may be extrapolated from other sites. In the final analysis, however, strategies must be locally crafted in a manner that is compatible with the unique needs of the students and the community served by the schools.

Raywid (1995) developed a typology for alternative programs. They are as follows:

Type 1

These type of programs are the ideological progeny of the early 1960s programs that aimed at making school engaging, challenging and fulfilling for both students and teachers. Early Type 1 alternative programs have created a number of innovative programs and arrangements that are now viewed as improvement measures appropriate for all schools. Type 1 programs typically reflect organizational, administrative and programmatic departures from the traditional.

Type 2

Type 2 alternative programs are those to which students are often sent just prior to expulsion. They are assumed to be temporary measures for at risk students. Some type of behaviour modification is involved. There is generally no attempt made to modify curriculum or pedagogy. This type of a program may involve a basics-oriented curriculum that emphasizes factual knowledge and elementary skills.

Type 3

These programs are more positive and compassionate in orientation. They are designed for students who are presumed to need extra help, remediation or rehabilitation at an academic, social, or emotional level. The assumption is that, after sufficient treatment, successful students will be able to return to regular secondary institutions. The

focus is often on remedial work with high structure tasks while providing support for students to grow socially and emotionally.

An important difference among these three types of alternatives relates to the underlying assumption about what needs to be changed - the program or the student. Type 1 programs assume that by changing the school's program and environment one can change the behaviour, performance and achievement associated with it. Type 2 and 3 alternatives assume that some students are not successful because of emotional or intellectual problems.. These assumptions shape the programs.

The record of Type 2 programs suggests that they often serve no purpose other than ridding conventional classrooms of disruptive students. The record of type 3 programs is stronger. These alternatives are based on the assumption that students can be helped to succeed in conventional schools. The programs tend to stress personal-emotional development, re-education and academic remediation. The environments they provide are typically supportive, with positive student-adult relationships and considerable amounts of individual attention in small-scale settings (Raywid, 1995). Told and Mann (1984) report increased attendance and fewer disciplinary incidents, as well as academic gains in terms of credit accumulation and/or knowledge and skills acquired.

Research conducted by Wehlage et al (1989) determined that conventional schooling seems to be successful with many youth, but is problematic for students who are at risk. Most regular schools assume that all students can make sense of a complex and mainly fragmented range of academic courses and can make some kind of link between what happens in school and outside school. In some schools there is a tacit assumption that students can keep their academic performance separate from the pressures of outside influences or life circumstances.

The diversity that exists among at risk students demands a corresponding variety of intervention strategies. Schools need to ensure that they develop innovative ways to meet the needs of their students.

Two impediments to learning that exist for all students but that particularly affect at risk youth within the context of many high schools are:

- the perceived lack of relevance of school work that is not directly linked to valued goals in students' lives
- a dominant learning process that is often abstract, verbal, passive, competitive and controlled by others

Although attention to diversity is critical, it is important to recognize that all adolescents share common needs and goals that most schools traditionally have made efforts to address. These include the need to acquire a personal sense of confidence and success, to develop a sense of identity and social integration and to acquire the socially useful knowledge and skills that make an individual a good worker, parent and citizen.

Wehlage et al (1989) research lead them to conclude that in order to succeed with at risk students, alternative programs need to be communities of support. Such communities are those with which students want to be affiliated and where they are truly educationally engaged.

Research by Raywid (1982) determined that successful alternative programs identified the interpersonal relationships fostered by the program climate as their most distinctive characteristic. Programs regarded these relationships as more critical than instructional strategies. Successful alternative programs made great efforts to individualize and personalize classroom practices, including the pace at which students could work, the content of the curriculum and the assignments they were asked to complete.

In fact, effective alternative programs were characterized by a high level of instructional creativity, where the emphasis was placed on making the curriculum compelling and challenging, as well as responsive to the needs and interests of students. The curriculum in these successful programs often involved more experiential learning and field-based practica. The educational goals went beyond traditional academic goals to include the emotional and social development of the students.

Combined with their emphasis on emotional support, successful programs for at risk students attended to the more difficult task of helping students to take charge of their own learning and personal lives.

The privileged nature of the relationship between teachers and students was another critical component of a successful alternative program. Broader role definitions for teachers as advisors, friends, mentors and advocates were key to the success of alternative programs because these various roles enabled the teachers to interact with the students at multiple levels.

In order to reach these at risk students schools must make a major effort to "re-engage" those who have become alienated. Reversing alienation begins with the creation of a positive social bond between teachers and students and positive educational experiences.

Wehlage (1984) contended that the most significant issue facing educators was to develop a concept of programming that was attractive enough to captivate the at risk student but also was effective in nurturing their learning potential and development.

Traditional educational delivery systems are effective with the majority of students. However, students with learning styles antithetical to the traditional educational programs and teaching strategies are likely to experience lower achievement.

Viable educational alternatives are needed in those situations where traditional educational programs, teaching methods or instructional materials are ineffective with substantial numbers of students within a system.

CASE STUDIES

The following four case studies were developed to demonstrate the range of students presently involved in the alternative education programs within the Board. They represent no particular student but are intended to demonstrated the range, the complexity and the level of need of the students involved in the programs.

SEAN

Sean is a student of above average intelligence. He was very successful during the elementary years of his education. However, since entering secondary school, he has been experiencing difficulties both academically and socially. These problems are so severe that he is at risk of dropping out of school.

As a learner, Sean is a risk-taker, strongly right-brained and is most successful when learning emphasis is on tactile-kinesthetic experiences. He has difficulty meeting timelines and sitting still for any length of time. In addition, his relationships with his teachers are critical to his motivation to work.

Sean works diligently on what interests him but neglects that which doesn't. As a result, he frequently is sent tot he office because he is unprepared for class, not working or disrupting the learning of others. Classes where there is choice in the ways learning is demonstrated and where he is able to create his own structure work best for him.

Socially, Sean does not fit with the "norm". He is a loner with unique tastes in his dress. He likes being different but is unhappy when he is not accepted by his peers because of these differences.

KIM

Kim is a fifteen year old student with average ability. She graduated from grade eight with barely passing marks and an attendance record showing 45 days missed. Her family and personal history has been marked by trauma and dysfunction. Her mother is a single parent and her biological father left the family when she was four. She has one full brother who is thirteen (also experiencing problems in grade seven) and two half siblings aged three and six. Her mother is struggling financially to support the family on social assistance and is now attempting to complete her education through night school.

While in elementary school Kim's attendance was irregular due to poor health and staying at home to babysit or help mom with her younger siblings. When Kim was in grade eight her grandmother died of cancer. Kim and her family have has some involvement with CAS and other community helping agencies but the support has been inconsistent.

Kim is now entering her second semester in grade nine and was not successful in semester one. She has received some help through her guidance counsellor but poor attendance and frequent skipping have resulted in incomplete work, poor self-esteem and a negative attitude to school. When she is at school, Kim hangs out with a group of friends who are identified as "losers" by their classmates. Frequent skipping to "smoke up" and "party" are favourite pastimes. Although Kim is basically a passive personality, she has become involved in several fights at school because of her allegiance to her peer group.

WILLIAM

William is 17 years old, troubled, discouraged and ready to drop out of school. He has been or is involved in risky behaviour, ie drug abuse, violence with peers, parents and siblings, vandalism, bullying and running away from home.

For several years William has struggled with such problems as:

- chronic absenteeism
- chronic lateness
- skipping class
- negative attitude toward school
- low self-esteem, motivation and self-confidence
- negative peer pressure
- rejection of authority
- academic ability or potential not being realized
- negative experience within the normal school setting
- ineffective work habits
- lack of bonding or participation in school clubs
- being labeled as a "trouble-maker" or "lazy" or a "loser"

William presents in the following manner:

- academically overwhelmed and falling behind in class
- creative and average in intelligence
- lacking effective conflict resolution skills
- operates in a blame/denial/withdrawal or attack mode
- is failing two subjects
- unable to manage crises effectively
- lacks coping skills
- shows signs of depression, anger, frustration and exhaustion
- often sent to the office due to negative behaviour
- very focused and motivated in activities he enjoys i.e., music and computers

Two of the most important motivators for William are to be with his friends and to be in his neighbourhood school.

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ANDREA

Andrea is a 16 year old student with a long history of emotional concerns who as been in treatment for the past two years. She has been diagnosed with clinical depression and has attempted suicide several times. She is overly sensitive, prone to anxiety and extremely self-conscious. This has resulted in eating disorders, poor sleeping patterns and school phobia.

During elementary school, Andrea has been a consistent high achiever. However, during her first year of secondary school Andrea stopped attending when the pressures of achieving and fitting in socially became too overwhelming. Her depression, eating disorders and anxiety resulted in her first attempt at suicide. Through her doctor she has been referred for treatment through Chedoke/McMaster's Child and Adolescent program. Her treatment took place at Cornerstone where she received individual and group therapy.

After nearly two years of treatment she felt she would be able to go back to school but only for a partial timetable in an alternative program that would allow her to continue at Cornerstone and provide the support she needed to regain her self-confidence and reintegrate socially with peers.

PRESENT ALTERNATIVE EDUCATION PROGRAMS IN HWDSB

LAWRENCE/PHOENIX ALTERNATIVE PROGRAMS

Both the Lawrence and Phoenix Alternative Programs are secondary school alternative programs serving students in the Hamilton-Wentworth District School Board. They target those adolescents whose past performance indicates that they can achieve academic success, but whose recent results are unsatisfactory. Reasons for the lack of success may be linked to various personal, family, health and social concerns, resulting in low self esteem and a negative attitude toward school and life in general.

Client Group:

- capable, often above average ability
- in crisis, physically, emotionally, spiritually
- often from a family in crisis
- unable to cope in large group situations
- difficulties with organizational/time management skills

The admission dates are scheduled four times in the school calendar year. These dates are forwarded to each secondary school principal and student services head at the beginning of September. Alternative school intake dates coincide with the system-wide mid-semester and semester-end calendar. This allows students who have been admitted an opportunity to experience success in an alternative setting with minimal disruption.

All students must be referred by a home school. Usually the referral comes from the Principal, Vice-Principal or Students Services. A referral application is filled out with the parent/guardian and student and then forwarded to the program leaders along with the student's OSR.

Once referrals have been received at either program, students and parent/guardians are invited to an information session. If, after this session, those involved decide it may be an appropriate placement, a formal interview is scheduled.

The formal interview allows both the staff and student peers to ask questions of the candidate which helps clarify what the student needs may be and whether or not the program can meet these needs.

In the admission process, the student and staff outline expectations including attendance, progress, communication and participation. This agreement is signed by the student, parent/guardian and a staff member.

Full-time attendance is required. However, there is some flexibility in timetabling for students with extenuating circumstances, i.e., part-time work, involvement with outside social agencies, medical treatment/conditions, etc.

Each student is enrolled in a minimum of three courses at a time (two academic credits and one personal life management credit). Students work one on one with teachers in a self-paced manner. With completion of a minimum of 7% in each course per week, eight credits can be earned in one school year. Students can also fast-track by earning more than eight credits in a year.

The usual length of stay for an alternative student is two semesters. However, shorter or longer time frames may be negotiated during progress summary reviews held throughout the year. Parents are invited to these reviews which are integral to planning for the individual student.

Demission may occur at any time throughout the school year and is determined by the following:

- progress documented through weekly goal setting and evaluation
- consultation with students and/or parents/guardians regarding factors interfering with progress

Weekly interviews occur for each student involving their teachers and an advisor. Progress, attendance and any factors influencing success may be discussed or reviewed during this consultative process. New goals (both academic and personal) are set for the upcoming week.

Each program is assigned a social worker who is available for consultation with students and/or parents/guardians. Home visits can be arranged.

There are three full time teachers and a program leader assigned to the Lawrence Program. This program has a student capacity of 60. There are 2 full time teachers and a program leader assigned to the Phoenix Program. This program has a student capacity of 40.

JACKSON HIGH

Jackson High is an alternative education facility which provides individuals with the opportunity to initiate, continue or complete their high school education.

It provides a venue for high school age students to complete junior credits that they have not been able to achieve in a regular school setting. It provides students who have been released from custody or from psychiatric facilities a transitional step to being accepted in a regular high school.

Jackson High is located in a downtown shopping mall in order to create a clear connection with the surrounding community. This has created a number of outreach and partnership opportunities, including local social service organizations, Employment Insurance recipients, local goodwill associations, Lloyd D. Jackson Mall, the Adult Basic Education Association and Briarwood Adult Education Centre.

The location of the program may be more important than its structure. The mall location provides a non-threatening environment where students can achieve their credits without the distractions of a regular high school environment. It does not have any of the high school "cues" that may have prevented success in the past because it is not a school setting.

Jackson High is currently in its fourth year of operation and has changed considerably from its original design in terms of structure, content and intake. The Program is comprised of four terms, two terms for each semester. During each of these terms, students take two courses and achieve one credit from each course. The program offers courses in mathematics, English, life skills, history, science and computers.

For a program of this nature, a rigid structure would not meet the needs of the students, many of whom left composite schools because they found them to be "too structured". However, the program has found a balance in its flexibility. While the time table of classes is set and rigid, the courses being taught in each classroom are more diverse.

There are clearly defined expectations and responsibilities for both students and teachers, regarding conduct, work ethic, freedoms, activities, attendance, interaction, appropriateness, etc. In addition to the expectations, there are also very clearly defined consequences that match the inappropriate actions.

Jackson High currently has five full time teachers.

TRY PROGRAM

The TRY (Take Responsibility for Yourself) program is located at Waterdown District High School. It was developed to meet the needs of students in grades 9-12 experiencing serious academic failure, exhibiting poor attendance and non-compliance with school behaviour policy. The TRY program offers students an opportunity to built self-esteem, connect with other students in a meaningful way, experience academic success and develop skills for coping in the mainstream school. The central aim is to develop the student's sense of self-responsibility.

All students in the program participate in a course which teaches interpersonal and relating skills such as respect, empathy, listening, win/win conflict resolution, self-discipline, expressing feelings and developing healthy self-esteem. These skills empower the student to find academic success in the mainstream.

Students gain entry into the program according to the following criteria:

- a history of academic failure - the student will have failed 3 or more courses in the previous semester of 5 or more in the previous year

and/or

- absence from school in excess of 15 days per semester

and/or

- frequent disciplinary contact with school officials

Students in the TRY program participate in alternative education in the morning and attend mainstream school classes in the afternoon.

All students take a credit course in Human Relations and Communication. The course is co-lead by the program teacher and the social worker. This course is the foundation on which student success and personal changes are built. The students also complete credits in which they achieved a mark of 40-49 in the previous semesters. Students complete new credits using Independent Learning Centre materials. The learning is self-paced and individual. While each student must complete a minimum of one lesson per week, many work ahead and complete three to four lessons per week. Students can earn more than one credit during this period.

The most common exit from this program is graduation. After two semesters in TRY a student will take 3 mainstream courses and one ILC course in TRY. By the fourth semester, a student is usually taking a full course load in the mainstream program.

Some students take TRY for three semesters in the morning and do co-op placements in the afternoon. These students often make a transition to the workplace.

This program is staffed with a 0.66 f.t.e. teacher and social work support. The student capacity for this program is 36 students.

SUPER

The SUPER (Students Uniquely Prepared by Experience and Responsibility) program is an off-campus secondary alternative education program serving students of Orchard Park Secondary School. Students, aged 14-18, have a history of failed credits and working below their academic potential, skipping or non-attendance, conflict with peers and teachers, and difficulty fitting into or adjusting to a large high school environment. Individually they maybe struggling with interpersonal and/or familial stressors.

SUPER students attend school Monday - Thursday from 9:00 a.m. to 2:30 p.m.. They work independently on Independent Learning Centre courses. Students also attend two group sessions per week for credit. Students can either attend the SUPER centre full-time or part-time between the centre and OPSS. A small number of students are on homestudy and come to the centre weekly to hand in their work.

Prospective students apply to enter the program. Following an intake meeting with the program teacher and social worker, their suitability is determined. The SUPER program makes use of goals and contracts to assist students in progressing. A student can choose to leave the program or they can be asked to leave if he/she would be better served elsewhere or if they are not using the program in a beneficial manner.

There is a full-time teacher and educational assistant assigned to the program. There is also a social worker for two half days per week. The student load for the program is 14 students in class and 10 on home study.

STAR PROGRAM

The STAR (Secondary Transition At Risk) program is offered at Glendale Secondary School.. The target group are students trying to re-enter mainstream education, older students with a low credit count, students with partially complete credits, students who have a late entry date that prevents regular programming and students who are on contract.

This program is not intended to meet the needs of students who have social or emotional problems, special needs students who require extensive support or students who cannot work independently.

The criteria for success is "Are they making progress on credits?". Staying in the program or moving to part or full-time regular programming is tied to productivity. The goal is to get students back on track.

Students can be enrolled in the Independent Learning Centre program half-days, full-days or part ILC/part regular day school. Some accommodation is made for students in special circumstances (flex hours, alternate days, drop off work, etc) Students can access the program through an interview with the school administration and the program leader.

The Glendale STAR program is a school-based program that is supported through the regular allocation of staff and resources given to the school. The program is credit granting and carries its weight in terms of PTR. It has been a struggle to do this with no additional support i.e., EA assistance, supply money for learning guides, etc.

GET PROGRAM

The GET (Get Everything Together) program is offered at Ancaster High School. Its program goal is to assist at-risk students 14-18 years of age to become better educated

and socially responsible. It is the intention of this program to assist students to achieve in the following areas:

Personal

- build positive self-esteem
- handle personal crises
- develop skills in bonding to school, home and community
- develop accountability and responsibility to self and others
- develop short and long term goals
- promote feelings of personal success

School

- improve attendance
- improve work habits
- improve academic and/or prepare for gainful employment
- integrate fully into mainstream
- decrease disciplinary contact with office

Societal

- build social skills
- build citizenship skills
- develop employment skills

At-risk students are referred by a school staff committee i.e, Principal, Vice-principals, school social worker, school nurse, guidance and resource teachers, and program leader

Following are examples of some reasons that might be the basis for a referral:

- failing two or more courses
- poor attendance
- problems socially and academically
- evidence of low self-esteem
- inability to handle personal crises
- expressed desire to "drop out"
- frequent discipline problems

Once a student has been enrolled in the GET program the intervening strategies would include:

- assessment of needs
- interview with GET staff, parents/guardians and student
- implementation and delivery of selected programs
  a) minimum of 1 mainstream class

b) complete-a-credit (option)
c) compulsory daily 1st period life skills course

- regular parental contact and follow-up by program teacher and social worker

The staff in the GET program utilizes a wide variety of strategies in order to meet the identified needs of the students involved in the program. They include the following:

- early identification and intervention
- regular contact with parents, classroom teachers and guidance counselors
- flexible curriculum deliver and use of resources i.e. complete-a-credit and coo-op placement
- a positive and flexible environment
- small classes
- teaching to individual learning styles
- experiential learning'
- commitment of staff, students and parents/guardians
- crisis intervention
- peer tutoring
- peer counseling
- mentoring
- co-operative learning strategies
- job shadowing
- focus on bonding skills
- a team approach to learning and problem-solving based on choice/change and consequences

The desired outcomes of the GET program are as follows:

- social, personal and academic growth
- integration into mainstream
- acquisition of graduation diploma
- post secondary education/job placement

This program requires 5 teaching lines (0.83 f.t.e of a teacher) for each semester. There is also a full-time educational assistant attached to the program. In addition, there is a social worker attached to the program for the equivalent of two periods per week.

SALEP

SALEP (Supervised Alternative Learning for Excused Pupils) is an legislated program that allows 14 and 15-year-old students to be legally excused from school in order to

work. The Hamilton-Wentworth District School Board opened the SALE Centre at Crestwood in 1993.

With the help of the school Social Worker and support of the school, parents make a written application to the program and permission to participate is granted by the SALEP Committee. This Committee meets twice a month to consider new applications.

There are 1.5 f.t.e. teachers and a social worker in the program. They are assisted by two job coaches funded by HRDC. A Public Health nurse visits the Centre once every two weeks. Volunteers from community colleges, high schools and universities also help in the program as co-op placements.

The Students attend 4 half days per week.

The program for the students is individualized to include the following options:

- paid employment (full or part-time during school hours
- volunteer work (full or part-time during school hours
- co-operative education course
- job shadow or work experience programs
- Day In the Life Program (one day work experience with employer)
- Job readiness/Life Skills program
- Job search
- Attendance at regular school - part-time
- Continuing studies for credit

While at the Centre, students attend guest presentations, visit community programs and participate in formal/informal counseling with the social worker.

SALEP Centre students have the opportunity to return to school. For those who choose to remain out of school the Job Readiness and Work Experience programs provide assistance with the necessary skills for successful employment.

CHAMPS

CHAMPS Program (Canterbury Hills Alternative Model Program for Students) is an alternative intermediate school program. It serves students who have behavioural, emotional, and social issues that interfere with their learning in a regular classroom setting. It is located in a camp-like setting at Canterbury Hills Conference Centre in Ancaster. The program is affiliated with Queen's Rangers School and is supervised by its principal.

The program address the following areas: social and interpersonal skills, functional academics and remediation, self-management and employability skills.

The program attempts to heighten student self-concept by assisting students to demonstrate improvement in the following learning areas:

- peer-related skills - listening, making and keeping friends, conflict resolution, expressing anger, being left out, coping with aggression, etc.
- adult-related skills - following classroom rules, appropriately disagreeing with adults, getting adults' attention, etc.
- self-related skills - being organized, using self-control, coping with being upset or depressed, accepting the consequences of your choices, etc.
- academics that are relevant to the student who is soon to enter the community, eg. Basic reading, computation, and study skills, strategy training to enable students to know when to apply skills and meet the demands of academic, occupational and social environments, etc.
- independent living skills - hygiene, nutrition, sex education, money management, comparative shopping, knowledge of community resources, etc.
- employability skills - communicating with others, adapting to changes, accepting feedback, asking for help. Whenever possible students will be placed in job shadow placements, asking for help, etc.

To be considered for the program students must meet the following criteria:

- grade 7/8 age appropriate
- behaviour is impeding learning
- student is willing to change behaviour
- need for alternative setting
- documented evidence that the problem is long standing
- school has documented that all resources have been exhausted
- generally functioning at a grade 5 level or above
- compatibility with existing group

There is a student capacity of 10 students for this program. It is staffed with a teacher, a youth worker and an educational assistant. There is also social worker support.

ACES

ACES (Alternative Concepts for Elementary Students) is an alternative program for adolescent students 12-14 years old whose performance in the past indicates they are capable of academic success but whose recent results are unsatisfactory. Primary reasons for this lack of success are:

- chronic absenteeism
- poor organizational skills
- personal, family or social concerns
- low self-esteem, motivation and self-confidence
- negative attitude toward school
- inability to cope with rotary and large class sizes
- inability to concentrate on lessons

Upon entry into ACES, a pupil plan is developed by the teacher based on the information gained through the admission process. Student learning in relation to the individual plan is monitored and shared regularly by the staff with the students, parents/guardians and representatives from the home school. The student is identified for possible reintegration through discussion of the pupil's progress through the pupil plan where reintegration is seen as the next step in the plan by staff or parents/guardians for the following reasons:

a) pupil progress to the point where reintegration into the regular school stream seems appropriate, or

b) lack of progress to the point where another educational environment is deemed more appropriate. The student will return to the home school at this time.

In order to be considered for admission to this program the following criteria must be met:

a) home school had made adequate attempts to meet the needs of the student

b) student is "at risk" of successfully completing his/her education
   i) chronic absenteeism
   ii) repeated one or more years
   iii) social, emotional well-being of concern
   iv) low self-esteem

c) the alternative program is not intended to meet the needs of students who have been identified with learning exceptionalities, particularly those with severe behavioural problems

d) parents and student have attended an information session at ACES

e) during the interview the student exhibits a positive attitude towards the ACES program and the parent demonstrates a willingness to support the program expectations if the child is accepted

f) parent and child must sing "student contract"

There is a total of 4 full time teachers for this program. There is 0.3 f.t.e. social work support attached to the program.

ISSUES FOR FURTHER CONSIDERATION

Two major changes have occurred which will have an impact upon the future of alternative education in the future. They are the amalgamation of the two predecessors boards and the imposition of an educational funding model which is highly prescriptive in nature.

There needs be a rationalization of existing programs. A review must be conducted to determine what is and what should be in the realm of alternative education within this Board.

The funding model has raised major issues regarding support for existing alternative education programs..

Following is a list of some of the issues that this committee recommends more in depth consideration and direction:

a) accessibility of alternative education programs across the District - transportation and location
b) staffing levels - teachers
c) availability of alternative programs at school level
d) funding of existing programs
e) levels of support for existing programs - educational assistants, social workers, etc.
f) continuity of alternative education programs for students
g) entry and exit criteria for alternative education programs
h) range of alternative education programs

Appendix B

Report
Of
Focus Group Process

Introduction

The report has been prepared for the Alternative Education Review Committee. A focus group format was used to collect the data. The focus groups represented seven major stakeholder groups and were made up of a maximum of 12 members.

This report is based on an analysis of the 67 individual responses within the seven focus groups. It describes how the data was collected, analysed, and summarized. Recommendations based on the results are provided for committee consideration.

The table below identifies each focus group; the number of members present for the process; the code letters used to identify the group in data summary tables; and the date on which the focus group was held.

Focus Groups

#	Focus Group Composition	Participants	Code	Date
1	Elementary Administrators	11	(EA)	October 29/01
2	Secondary Administrators	12	(SA)	October 29/01
3	Social Workers	10	(SW)	October 30/01
4	Alternative Education Staff	12	(AS)	October 30/01
5	HWDSB Support Groups	8	(SG)	November 1/01
6	Community Agencies	8	(CA)	November 1/01
7	Alternative Education Parents	6	(AP)	November 1/01

Question One. Comment on the strengths of the current Alternative Education system.

Process: To answer this question, participants in the focus group were required to work in groups of three or four to identify the strengths of the current system. Each strength was recorded on a strip of paper. The facilitators then asked a group to post one strip. If other groups had identified a similar strength, it too was posted. Another strength was identified and the process continued until all items had been identified and clustered in this fashion. Individual participants prioritized each strength by indicating whether they believed it was "essential," "important," or "desirable" to maintain.

Analysis: Aggregate scores were determined for each item within each focus group. Items were then prioritized according to frequency of response among all focus groups. Results of this analysis are displayed in Figure 1.

Figure 1: Responses to Question One

Strengths of The Current Alternative Education System		Priority (As determined By Aggregate for Each Focus Group)						
Rank	Identified Strengths	EA	SA	SW	AS	SG	CA	AP
Essential to Maintain								
1	Flexible programming based on student strengths (Eg. self-paced)	E	E	E	E	E	E	E
2	Small classes - individualized care, attention and support	E	E	I	I	E	E	
3	Strength of staff (special skills - support / encourage students)	E		E		E	I	E
4	Social worker support for students and parents as well as connections to community agencies	E	E		I	E		E
Important to Maintain								
5	Flexible environment (attendance / rules)	E	E				I	E
6	Variety of programs available to meet student needs	E		E	E	I		
7	Alter Education programs to keep students in school	E			I	E		E
8	On-site programs eliminate issues of integration and reintegration / attendance tracking / entry / transportation / safety and provide greater ownership			E	E	E		

Rank	Identified Strengths	EA	SA	SW	AS	SG	CA	AP
9	Attend to holistic needs of the student - academic and social/emotional needs (including social, self esteem, caring)			E			D	E
	Desirable to Maintain							
10	Geographical spread - accessible location	I	D				I	
11	Takes disruptive forces out of the school setting	E						
12	Continuous intake		E					
13	Off-site programs provide staff consistency, team approach, student advocacy				E			
14	Natural environment - outdoor setting (Champs)			D				I
15	Transition from Section 19	I						
16	Transportation needs addressed				I			
17	Fiscal efficiency - grouping students with "like needs" / concentration of resources	I						
18	Tracking			I				
19	Liaison with school administrators						I	

Question Two - Part 1: Are there students who need alternate program but are not receiving them because:
(A) Programs exist but are over subscribed?
(B) Programs exist but are not appropriate?
(C) Programs do not exist?

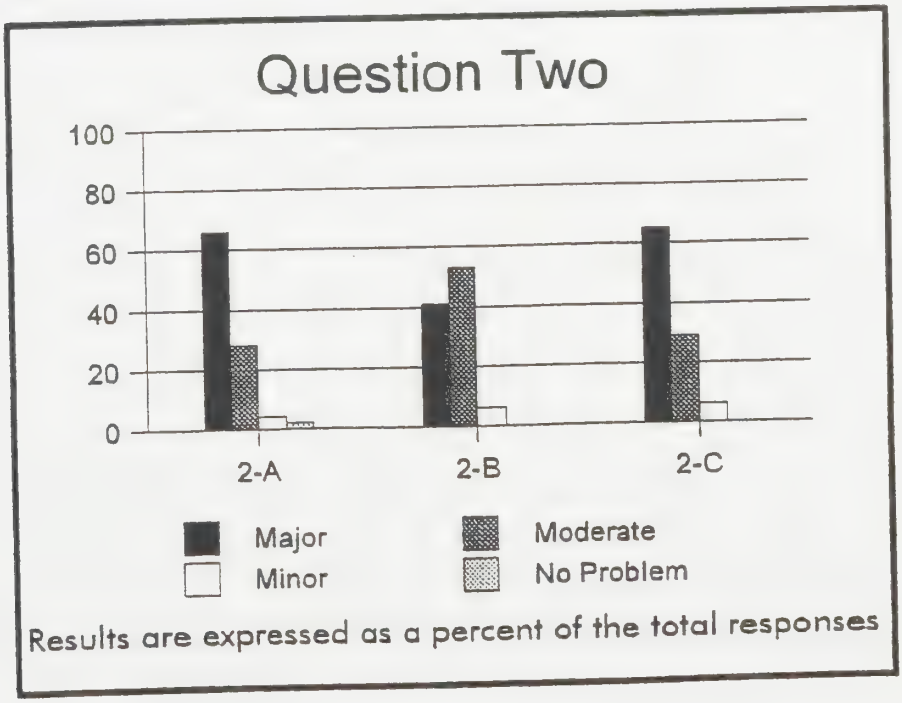
Process: Participants engaged in a "round table" discussion to share pertinent information regarding this question. Following dialogue, each participant checked one of the four response boxes (Major Problem/Moderate Problem/Minor Problem/No Problem) on the response sheet provided.

Analysis: Responses were totalled by focus group. The results are displayed in both bar graph and table format in Figure 2:

Figure 2: Responses to Question 2 Part One

Question	Major Problem	Moderate Problem	Minor Problem	No Problem
2A	66%	28%	4%	2%
2B	41%	53%	6%	-
2C	65%	29%	6%	-

Results are expressed as a percent of the total responses



Question Two - Part 2: What suggestions/recommendations would you make?

Process: Participants were required to work in groups of three or four to identify recommendations that would resolve these issues. Groups recorded their recommendations on chart paper which were posted and reviewed by the whole group. Similar recommendations were grouped. Individual participants prioritized each recommendation as "essential," "important," or "desirable."

Analysis: Aggregate scores were determined for each recommendation within each focus group. Recommendations were prioritized according to frequency of overall response. Results of this analysis are displayed in Figure 3.

Figure 3: Recommendations to Address Questions Two Issues

Rank	Recommendations	EA	SA	SW	AS	SG	CA	AP
Essential								
1	Provide a continuum of programs: - In-school (with criteria for entry) - System (with criteria for entry)	E	E	E	E	E	I	E
Important								
2	Increase the number of programs	E	I		E			E
3	Provide In-school Elementary Alter Ed	I	E	E				
Desirable								
4	Provide behavioural programs with specified criteria - or -don't exclude behavioural students from existing Alter Ed programs		I	I				
5	Provide programs for a variety of ages				E			
	- older students (16-18)		I					
	- grade six			E	I			
6	Provide secondary in-school transition programs	E				I		
7	Provide a program for suspended students (20 days)						E	
8	Provide additional programs for school phobic	E						
9	Provide programs for tourettes	E						
10	Schools should have a process to help students manage the transition back to the regular class		I					
11	Offer programs in a variety to locations							I

Rank	Recommendations	EA	SA	SW	AS	SG	CA	AP
12	Provide a program for students who are not successful in Elementary Alter Ed	1						
13	Provide Secondary in-school Literacy programs					1		
14	Provide Secondary in-school alter ed for exceptional students					1		
15	Provide secondary in-school alter ed for students coming from custody programs (need discipline)					1		

Question Three: What other issues/problems need to be identified?

Process: Participants were required to work in groups of three or four to identify other issues/problems. For each issue/problem identified, the group was asked to provide a recommendation to resolve it. Groups recorded their recommendations on chart paper which were posted and reviewed by the whole group. Similar recommendations were grouped. Individual participants prioritized each recommendation as "essential," "important," or "desirable."

Analysis: Aggregate scores were determined for each recommendation within each focus group. Recommendations were then prioritized according to frequency of overall response. Results of this analysis are displayed in Figure 4.

Figure 4: Recommendations to Address Questions Three Issues/Problems

Rank	Recommendations	EA	SA	SW	AS	SG	CA	AP
	Essential							
1	Create a consistent "system referral procedure" and make options known - promote program successes	E	E	I	E	I	I	E
2	Improve accountability measures - tracking, reporting, success (data)	E	I	E	I	E	D	
	Important							
3	Regular schools should provide flexible / individualized programs to meet student needs (measurable standards - grant credits) E.g., provide life skills / co-op / work experience / community service - inclusive - 16-year-old - grant authority to reduce school day for phobic students			E	I	E	E	
4	Home school should retain ownership for the student - Alter ed is not a dumping ground - See alter ed as strategy to enable Reintegrating into the main stream - communicate with each other	I	D	E	I	E		
5	Address the fact that some students will never attain Ministry standards. Provide attainable standards related to specifics of alter ed program (life skills, social skills, etc. - and provide a diploma)		I	E	I	E		
6	Provide standardized admission /demission procedures		I	E	I	E		

Rank	Recommendations	EA	SA	SW	AS	SG	CA	AP
7	Provide additional teachers and EA's		D	E	E	E		
8	Provide budget for increased programs and resources	E	D	E	E			
9	Provide staff development for teachers		E		I	E		
10	Provide a smooth transition back to the regular program (teachers should share knowledge of the student)		I			E		E
11	Improve communication Eg - between alter ed programs and treatment centres / agencies / parents - between schools and alter ed programs		D		I	E	I	
	Desirable							
12	Create a transition process for the transition of alter ed students from elementary to secondary				E	E		
13	Provide opportunities for agency support on-site Eg. - health / housing / income / employment / social-emotional support		D			E	I	
14	Match teacher skills to program			E		E		
15	Increase social and psychological support (equity among programs)			I	E			
16	Examine "best practice"- identify /share					E	I	
17	Congregate programs to make the best use of available resources Eg - programs in clusters		E			I		
18	Provide transportation for all system programs	I			E			
19	Define criteria for all programs				I	I		
20	Provide multi disciplinary staffing - Eg youth workers		D				E	
21	Provide measures (intervention - social and emotional support) for early identification (elementary school) to reduce the need for alter ed					I	I	

Rank	Recommendations	EA	SA	SW	AS	SG	CA	AP
22	Program criteria should be narrowed to allow "like-grouping" - (Eg. Avoid grouping behavioural with anxiety							E
23	Parents must become actively involved in alter ed programs (E.g., problem-solving with staff). Define expectations and provide stipulations							E
24	Pressure the Government - provide resource to address alter ed needs					E		
25	Increase clerical resources				I			
26	Increase cleaning services				I			
27	Address safety issues of alter ed staff				I			
28	Address issues of pay equity - define levels of responsibility				I			
29	Provide a safe environment for fragile students						I	
30	Connect safe school initiatives with alter ed - grant money available?					I		
31	Minimize transportation but don't exclude students					I		
32	Place alter ed under one superintendency to provide consistency			I				
33	Location of system classes - make accessible to all areas	I						
34	Reallocate system alter ed staff to site-based programs		D					
35	Recruit staff		D					
36	Do not congregate behavioural students						D	

The analysis resulted in patterns of agreement on which the authors offer the following recommendations for committee consideration.

1. A number of key features of the current alternative education system were identified. Participants strongly recommend that every effort be made to maintain them.
   - The most essential strength of the current system lies in the fact that "alternatives" exist to meet the unique needs of some students which are not provided for in the "regular" program. These keep students connected to education.
   - Flexibility characterized by the use of a variety of instructional techniques in an adaptive environment was identified as a key characteristic of alternative programs.
   - The importance of staff who support and encourage students in an effort to improve social skills and strengthen emotional well being cannot be overemphasized.
   - Social worker support for both students and parents was identified as an essential component.
   - Maintaining small class size is important as it enables staff to provide flexibility, adaptability, and individualized instruction and support.

2. There was strong support for system or "off site" programs as well as school-based or "on-site" programs. As such, the focus groups unanimously recommended a "continuum of programs" to meet the diverse needs of students. The rationale for this recommendation is provided below:
   - Those who supported off-site programs did so in recognition of the characteristics noted in recommendation 1.
   - Supporters of on-site programs noted that such programs allow schools to address needs while minimizing issues of integration and reintegration, attendance tracking, entry/exit procedures, and transportation. They also stated that the school retained ownership for the student and that students are more apt to participate in the program when they remain connected to their "home school." They too acknowledged the need for system classes in order to congregate specialized resources to serve students with "severe needs" that in-school programs cannot meet.

3. There was agreement that (a) a variety or programs, and (b) additional programs are required to meet student needs. In order to determine the kind and number of programs required, participants recognized the need to improve accountability measures at a system level in order to provide data to assist with the decision-making process. Recommended measures include the need for:
   - a consistent referral process
   - standardized admission/demission procedures
   - tracking, assessment, and reporting procedures.

   With such measures in place, accurate data could be generated to identify the number and type of program required. Recommendations with appropriate costing could then be made through Board process.

Other aspects of accountability recommended by focus groups included the need for:

- the home school to retain ownership and to foster and facilitate reintegration or transition back to the regular program
- increased communication between: system programs and the schools; schools and parents; program staff and community agencies.

4. Focus groups identified the need for all schools to provide flexible and individualized programs to meet student needs as part of the regular curriculum. There was genuine concern for those students who, for various reasons, are unable to attain Ministry curriculum standards. A number of suggestions focussed on the need to make provisions for these students by empowering schools to grant credits or an alternate diploma to students who successfully attain established standards in program options such as life skills, co-op and work experience, and community service.

5 Finally, the importance of staff development and training to support recommended initiatives was recognized.

Additional Comments

As evidenced in figures 3 and 4, a large number of recommendations were generated by participants. While we have provided a summary of those recommendations which indicate patterns of agreement for future direction, we would also urge members of the committee to review and reflect on all the recommendations contained in the summary charts. Doing so will provide a strong sense of the caring, student-centred attitude that was genuinely exhibited by the vast majority of those who participated in the focus group process.

As facilitators, we enjoyed the process and sincerely hope the report assists you to achieve your goals. May we also convey to the committee, the many positive comments from participants regarding the focus group process, as well as their numerous expressions of appreciation for the opportunity to provide input.

Appendix C

HWDSB
Alternative Education Program Information 2001/2002

Program	Type of Program	Number Of Students	Teachers	Education Assistants	Social Workers	Budget	Rental Costs	Transportation	Special Education Services and Linkages
Phoenix (S)	Grades 9 to 12	40 FTE	3 FTE	Nil	0.2 FTE	$9,736	Nil (at Crestwood)	$6.555 for bus tickets	No specific spec ed services
Lawrence (S)	Grades 9 to 12	56 FTE	4 FTE	Nil	0.2 FTE	$11,719	Nil (at SJAM)	$7,866 for bus tickets	Some spec ed students and LRT from Sir John
Jackson (S)	Grades 9 to 12	40 FTE	3 FTE	Nil	Nil	$46,000	$33,000 at Jackson Square	Nil	No specific spec ed services
SALEP (S)	14 and 15 year old students	185 FTE served over the school year	2 FTE	2 FTE	1 FTE	$10,000	Nil (at Crestwood)	$25,000 for bus tickets	No specific spec ed services but many std with IPRC
Apollo (S) at	Grades 6 to 8	18 FTE	1 FTE	2 FTE	0.2 FTE	$5,000 per year plus $84 per student	Nil (at Tweedsmuir)	$2,500 for bus tickets	Tweedsmuir LRT
Champs (S)	Grades 6 to 8	12 FTE	1 FTE	2 FTE	From Queen's Rangers	$2,500 per year plus $84 per student	$7,000 at Canterbury Hills	$34,105 for mini-bus	Most students identified – no on-site LRT – teacher is spec specialist
Aces (S)	Grades 6 to 8	30 FTE	3 FTE	Nil	0.1 to 0.2 FTE	$2,500 per year plus $84 per student	Nil (at Stinson Street)	$11,362	
Super (IS) Orchard Park	Grades 9 to 12	30 FTE	1 FTE	1 FTE	From OP	Part of School budget (Principal decision)	$13,830 at	Nil	Service by OP LRT
Star (IS) Glendale	Grades 9 to 12	35 FTE	1 FTE	Nil	From Glendale	Part of school budget (Principal decision)	$ 8,000 at mall and 1 portable at Glendale	Nil	Service by Glendale LRT
Get at AHS (IS)	9 to 12	47 FTE	1 FTE	1 FTE	From AHS	Part of school budget (Principal decision)	Nil (at Ancaster HS)	No incremental busing costs	Serviced by AHS LRT
Try at WDHS (IS)	9 to 12	28FTE	0.5 FTE	0.5 FTE	From WDHS	Part of school budget (Principal decision)	Nil (at Waterdown DHS)	No incremental busing costs	Serviced by WDHS LRT
Westdale (IS)	9 to 12	27 FTE	1 FTE	Nil	From Westdale	Part of school budget (Principal decision)	Nil (in-house)	Nil	Serviced by WSS LRT

S = System Program, IS = In-school program belonging to one school only

February 11, 2002

#10

Approved for distribution by the Director.
Signature: [signature]
Date: Feb 7/2002

To: The Trustees

From: Merv Matier, Director of Education and Secretary

Re: SELECTION PROCESS FOR FILLING VACANCIES ON EXECUTIVE COUNCIL

RECOMMENDED ACTION:

Moved by _____, seconded by _____

That the selection process for filling a vacancy on Executive Council be approved as presented in Appendix B.

BACKGROUND

The process to fill the vacancies on Executive Council is underway. Both postings for the Superintendent of Education and Controller of Plant Services are closed. The posting process for position of Executive Officer – Human Resources is not completed.

Posting Process:
Ads are placed in the Globe and Mail – National Edition and The Hamilton Spectator
The positions are also advertised through OPSOA (Supervisory Officers' Association) and OASBO (Business Officials Association) and posted internally in The H-WDSB.

Selection Process:
In September, 1999, the Board approved a process for the Selection of Supervisory Officers. I would like to offer some revisions which would result in the following process:

1. Applications are read by the Director who carries out the initial screening of applications. The screening is based on criteria in the posting and knowledge of the responsibilities inherent in the position.
2. Reference checks are completed by the Director's office (see templates-Appendix E)
3. Based on the outcome of processes 1 and 2, the Director recommends to the Board of Trustees candidates for consideration.
4. Board of Trustees follow *revised* process from September, 1999.

Also attached are:
- the Board's current process (Appendix A)
- the process should the revisions be approved by the Board (Appendix B).
- the current process with the revisions shown as NEW and DELETED (Appendix C).

Appendix A – CURRENT Process
Appendix B – REVISED Process
Appendix C – CURRENT and REVISED Process
Appendix D – Postings for Controller and Superintendent
Appendix E –Reference check templates for
(a) Controller of Plant Services
(b) Superintendent of Education

PROCESS AS APPROVED IN 1999 – APPENDIX A

SELECTION PROCESS FOR FILLING THE SUPERINTENDENT VACANCY

1. At the conclusion of the posting period, the Board will decide either to:
   (a) interview all candidates or
   (b) shortlist a number of candidates based on resumes.

2. If 1. (b) is chosen a date will be picked by the Board for shortlisting purposes. The number of candidates shortlisted will be at the discretion of trustees present for the shortlisting process. All trustees are eligible to participate in the process unless the Board decides to appoint an ad hoc committee to shortlist candidates.

3. Whether 1. (a) or 1. (b) is chosen, the Board will then decide on a date for candidate interviews. All trustees are eligible to be members of the interviewing team.

4. The candidate interviews will be conducted by an ad hoc Committee of the Whole Board, the format of which will be a Board caucus decision.

5. At the interview, the Board may
   (a) decide to re-interview two or more candidates
   (b) make a decision about which candidate to recommend to the Board
   (c) delay the decision to a later date mutually chosen
   (d) select no candidate

6. Regardless of the ultimate outcome, only trustees present for all interviews have the right to vote on the decision.

7. Voting Procedures
   (a) The selection of the successful candidate will be made by secret ballot.
   (b) If no candidate receives a majority vote on the first round of balloting, the candidate with the least votes will be eliminated and the balloting will continue until a successful candidate is chosen.
   (c) In the event of a tie vote in the selection of the successful candidate, a second ballot will be held without debate. In the event of a second tie vote, the final two candidates will be re-interviewed.

8. If 5. (a) is followed, an appropriate date to re-interview specific candidates will be decided by trustees present for the first interview session. Any trustee may be present for the second interview session but only trustees present for both interviews may vote on a final selection since both interviews may have a bearing on the outcome. Once a selection is made, it must be accepted by the Board.

9. If 5. (b) is followed, the selection must be accepted by the Board.

10. If 5. (c) is followed, trustees on the interviewing team will decide to selection one of 5. (a), 5. (b) or 5. (d) when they re-convene.

11. If 5. (d) is followed, candidates will be so informed and the Board will begin the process again.

12. The recommendation to the Board will be final and binding and will be approved unanimously by Board resolution.

Approved by the Board -- 1999 09 09

REVISED PROCESS -- APPENDIX B

SELECTION PROCESS FOR FILLING THE SUPERINTENDENT VACANCY

1. At the conclusion of the posting period, the **Director** will shortlist a number of candidates based on resumes and reference checks.

2. The number of candidates shortlisted will be at the discretion of **the Director**

3. The Board will then decide on a date for candidate interviews.

4. The candidate interviews will be conducted by an ad hoc Committee of the Whole Board. **The Director of Education may invite 2 members of Executive Council to participate as a resource to the trustees.**

5. At the interview, the **Interview Committee** may
   (a) decide to re-interview two or more candidates
   (b) make a decision about which candidate to recommend to the Board
   (c) delay the decision to a later date mutually chosen
   (d) select no candidate

6. The selection of the successful candidate will be made **through consensus.**

7. If 5. (a) is followed, an appropriate date to re-interview specific candidates will be decided by trustees present for the first interview session. Only trustees present for both interviews may **participate in** a final selection since both interviews may have a bearing on the outcome. Once a selection is made, it must be accepted by the Board.

8. If 5. (b) is followed, the selection must be accepted by the Board.

9. If 5. (c) is followed, trustees on the interviewing team will decide to selection one of 5. (a), 5. (b) or 5. (d) when they re-convene.

10. If 5. (d) is followed, candidates will be so informed and the Board will begin the process again.

11. The recommendation to the Board will be final and binding and will be approved unanimously by Board resolution.

CURRENT PROCESS WITH REVISIONS SHOWN – APPENDIX C

SELECTION PROCESS FOR FILLING THE SUPERINTENDENT VACANCY

1. At the conclusion of the posting period, the [Board-DELETE] **Director-NEW** will [decide either to: (a) interview all candidates or-DELETE] shortlist a number of candidates based on resumes **and reference checks-NEW**.

2. [f 1. (b) is chosen a date will be picked by the Board for shortlisting purposes.-DELETE] The number of candidates shortlisted will be at the discretion of **the Director-NEW** [trustees present for the shortlisting process. All trustees are eligible to participate in the process unless the Board decides to appoint an ad hoc committee to shortlist candidates.-DELETE]

3. [Whether 1. (a) or 1. (b) is chosen,-DELETE] The Board will then decide on a date for candidate interviews. [All trustees are eligible to be members of the interviewing team.-DELETE]

4. The candidate interviews will be conducted by an ad hoc Committee of the Whole Board, [the format of which will be a Board caucus decision.-DELETE] **The Director of Education may invite 2 members of Executive Council to participate as a resource to the trustees.-NEW**

5. At the interview, the [Board-DELETE] **Interview Committee-NEW** may
   (a) decide to re-interview two or more candidates
   (b) make a decision about which candidate to recommend to the Board
   (c) delay the decision to a later date mutually chosen
   (d) select no candidate

[6. Regardless of the ultimate outcome, only trustees present for all interviews have the right to vote on the decision.-DELETE]

7. [Voting Procedures-DELETE]
   ~~(a)~~ The selection of the successful candidate will be made by [secret ballot-DELETE] **through consensus-NEW**
   [(b) If no candidate receives a majority vote on the first round of balloting, the candidate with the least votes will be eliminated and the balloting will continue until a successful candidate is chosen.
   (c) In the event of a tie vote in the selection of the successful candidate, a second ballot will be held without debate. In the event of a second tie vote, the final two candidates will be re-interviewed. -DELETE]

8. If 5. (a) is followed, an appropriate date to re-interview specific candidates will be decided by trustees present for the first interview session. [Any trustee may be present for the second interview session but-DELETE] Only trustees present for both interviews may [vote on-DELETE] **participate in-NEW** a final selection since both interviews may have a bearing on the outcome. Once a selection is made, it must be accepted by the Board.

9. If 5. (b) is followed, the selection must be accepted by the Board.

10. If 5. (c) is followed, trustees on the interviewing team will decide to selection one of 5. (a), 5. (b) or 5. (d) when they re-convene.

11. If 5. (d) is followed, candidates will be so informed and the Board will begin the process again.

12. The recommendation to the Board will be final and binding and will be approved unanimously by Board resolution.

JAN 15 2002

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

CONTROLLER OF PLANT SERVICES

The Hamilton-Wentworth District School Board has 115 elementary and 18 secondary schools in its operation, 59,000 students and a total staff of 6,000. The Hamilton-Wentworth District School Board is the seventh largest board of education in the province of Ontario.

Reporting to the Director of Education, the position of Controller of Plant Services in The Hamilton-Wentworth District School Board is to supervise the functions of Custodial, Maintenance, Facility, Building Renewal & Capital Construction, Energy Management and Occupational Health & Safety.

The successful applicant will have:

- A well-defined philosophy of service delivery
- Superior interpersonal and communication skills
- Proven leadership capabilities in collaborative decision-making and team building skills
- Ability to assess, control, direct, motivate, delegate and organize as appropriate
- A strong commitment to the goals of public education
- An understanding of and respect for racial and ethnocultural differences
- Expertise in software management applications related to facilities

Qualifications:

1. Required University Degree - preferred Masters level certification
2. Professional designation as an Engineer is preferred or an equivalent recognized Management Program.
3. Successful experience in a leadership position at a senior executive level.
4. Preferred Ministry of Education Supervisory Officer's Certification as outlined in Ontario (Regulation 309) (Business Supervisory Officer also appropriate).

Qualified applicants are invited to submit a letter of application and curriculum vitae outlining how his/her qualifications and experience relate to this job opportunity. Candidates are to include a one-page summary outlining their leadership philosophy.

Applications must be submitted by 4:00 p.m. on Friday, February 1, 2002, to:

Merv Matler
Director or Education & Secretary
The Hamilton-Wentworth District School Board
P.O. Box 2558 - 100 Main Street West
Hamilton, Ontario L8N 3L1

Applicants are thanked in advance for their interest in this position, however, only those applicants who have been short-listed for an interview will be contacted.

In the spirit of Human Rights Code, we ask that applications not include personal data, such as age, marital and family status or health. Personal information will be maintained in accordance with The Municipal Freedom of Information and Protection of Privacy Act.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SUPERINTENDENT OF EDUCATION

Tha Hamilton-Wentworth District School Board has 115 elementary and 18 secondary schools in its operation, 59,000 students and a total staff of 6,000. The Hamilton-Wentworth District School Board is the seventh largest board of education in the province of Ontario.

The Hamilton-Wentworth District School Board is currently seeking an outstanding educational leader to become Superintendent of Education. The position of Superintendent of Education in The Hamilton-Wentworth District School Board is that of an educational leader of schools with some identified system portfolios of central assignments. The focus is on school improvement and improved student performance.

The successful applicant will be an exemplary educator who has demonstrated that he/she played a significant role in bringing about change at the school level or preferably at the system level. The successful applicant will have proven leadership capabilities in education planning with the ability to assess, control, direct, motivate, delegate and organize. A Superintendent of Education must have superior interpersonal and communication skills with collaborative decision-making and team-building skills. A strong commitment to the goals of public education and an understanding of and respect for racial and ethnocultural differences is a necessity.

Candidates must possess the Ministry of Education Academic Supervisory Officer's Certificate as outlined in the Ontario Regulation 309, as well as successful experience as a Principal. Experience in a leadership position with system-wide responsibilities as well as dual experience in both panels will be an asset.

Qualified applicants are invited to submit a letter of application and curriculum vitae outlining how their qualifications and experience relate to this job opportunity. Candidates are to include a one-page summary outlining their leadership philosophy. Candidates are asked to submit the names of four references, with authorization to contact them under the terms of the Municipal Freedom of Information and Protection of Privacy Act.

Applications must be submitted by 4:00 p.m. on Friday, February 1, 2002, to:

JAN 15 2002

Merv Matler
Director or Education & Secretary
The Hamilton-Wentworth District School Board
P.O. Box 2558 - 100 Main Street West
Hamilton, Ontario L8N 3L1

Applicants are thanked in advance for their interest in this position, however, only those applicants who have been short-listed for an interview will be contacted.

In the spirit of Human Rights Code, we ask that applications not include personal data, such as age, marital and family status or health. Personal information will be maintained in accordance with The Municipal Freedom of Information and Protection of Privacy Act.

APPENDIX D

10-5

APPENDIX E(a)

REFERENCE CHECK – CONTROLLER OF PLANT SERVICES

LEADERSHIP STYLE:
How would you describe the applicant's leadership style?

PROBLEM-SOLVING SKILLS:

a) *Was the applicant willing and able to make time-sensitive, fact-based decisions? Can you give a specific example?*

b) *Can you describe a time when the candidate exercised good judgment?*

c) *Give me an example of when the candidate was able to stay cool under pressure?*

SERVICE DELIVERY:
Can you provide me with an example of how the applicant demonstrated a commitment to providing exemplary service to clients/customers?

TEAM BUILDING SKILLS
Can you provide an example that best describes the applicant's ability to work closely with key personnel groups?

CHANGE AGENT:
Would you describe a situation where the applicant has been able to implement significant change?

COMMUNICATION
On a scale of 1 to 10 how would you rate the candidate's communication skills?

OTHER:
Is there anything that you would like to add to this reference check regarding this candidate's application for the position of Controller of Plant Services with The Hamilton-Wentworth District School Board?

APPENDIX E(b)

REFERENCE CHECK – SUPERINTENDENT OF EDUCATION

LEADERSHIP STYLE:
How would you describe the applicant's leadership style?

PROBLEM-SOLVING SKILLS:
d) *Was the applicant willing and able to make time-sensitive, fact-based decisions? Can you give a specific example?*

e) *Can you describe a time when the candidate exercised good judgment?*

f) *Give me an example of when the candidate was able to stay cool under pressure?*

POSITIVE LEARNING ENVIRONMENT:
Effective leaders build an operating environment for learning. Can you provide me with an example of how the applicant provided a positive learning environment for both staff and students?

TEAM BUILDING SKILLS
Can you provide an example that best describes the applicant's ability to work closely with key personnel groups?

CHANGE AGENT:
Would you describe a situation where the applicant has been able to implement significant change?

COMMUNICATION
On a scale of 1 to 10 how would you rate the candidate's communication skills?

OTHER:
Is there anything that you would like to add to this reference check regarding this candidate's application for the position of Superintendent of Education with The Hamilton-Wentworth District School Board?

#10(a)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution by the Director.
Signature:
Date: Feb 11/02

To: Merv Matier, Director of Education

From: Wayne Joudrie, Superintendent of Education

Date: February, 2002

Subject: **DELTA EVENING OF MUSIC—Alcoholic Beverages on School Premises Request**

Recommended Action:

Moved by _____, that the request to have alcoholic beverages on the school premises at Delta Secondary School during the evening of Friday, February 22, 2002 be approved.

Rationale:

See attached memo from Dave Hutton, Principal of Delta S.S.

cc:D.Hutton

10(a)-1

Delta Secondary School
~A good place to be~
Office of the Principal

1284 Main Street East
Hamilton, Ontario L8K 1B2
Telephone: (905)549-3031
Fax: (905)312-0414
E-mail: delta@hwdsb.on.ca

Monday, January 21, 2002

Dr. Elizabeth Bond
Superintendent of Education
Hamilton Wentworth District School Board

Dear Dr. Bond,

Pursuant to Board Policy Item 2.01, Alcoholic Beverages on School Premises, I am seeking consideration of the following request.

Delta's 75th Reunion spawned interest in the concept of establishing an Alumni Association for our former students. An organizing committee has been working for almost 18 months to establish such an organization. They have planned an Evening of Music for Friday, February 22. The intent is to invite former Delta students and staff to a performance by students in our current school music program.

Following the performance, potential alumni (all adults) will be invited to a social event in the cafeteria where they will have the opportunity to discuss the viability of the formation of an Alumni Association. We would like to make wine available for purchase at that social event.

With that in mind, I am requesting your support and Board permission to carry out this low-key event which may return immeasurable benefits to our community.

If you have any questions regarding this matter please contact me.

Sincerely,

David Hutton, Principal.

#10-8

Superintendent of Education and Controller of Plant Services

Summary of Responses to Postings

1. Superintendent of Education (9 qualified applicants)

Candidate	Current Position	Total Years of Administrative Experience
#1	Supervisory Officer	10
#2	School Principal (Secondary)	8
#3	School Principal (Elementary)	8
#4	School Principal (Adult Education)	8
#5	School Principal (Secondary)	7
#6	School Services Officer	6
#7	Education Officer (M.E.T.)	7
#8	Education Officer (M.E.T.)	2
#9	Education Officer (M.E.T.)	2

2. Controller of Plant Services (32 applicants)

Qualifications:

- 6 candidates hold a Masters' Degree in Engineering
- 12 candidates hold a B.A. in Engineering (2 of these candidates also hold an M.B.A.) (one internal candidate)
- 7 candidates hold a B.A. in non-engineering disciplines (one internal candidate)
- 7 candidates hold Community College certification (three internal candidates)

II -- MONITORING ITEMS

Program

13. Mathematics Survey Report

Human Resources

14. Staff Report – Full Time Equivalent Positions

Resource Allocation

15. 2001/2002 Financial Report – December 31, 2001

16. 2001/2002 Resource Allocation Summary - Update

Committee of the Whole
February 11, 2002

#11

The Hamilton-Wentworth District School

MEMORANDUM

Approved for distribution by the Director.
Signature: [signature]
Date: Feb 7, 2002

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Program and Assessment
Wes Hahn, Ontario Curriculum Special Assignment Teacher
Re: ***Mathematics Survey Report***
Date: February 4, 2002

MONITORING:

Analysis of the HWDSB Mathematics Survey results has identified general trends and patterns requiring system and school level response as outlined in the recommendations contained in the Report.

Last year a summary was conducted to ascertain the state of implementation of the Ontario Curriculum Mathematics, 1-8 document (1997) and the Hamilton-Wentworth Peel Numeracy Project. The H-W Peel Numeracy Project (a collaboration between our Board and the Peel District School Board) consists of a variety of components and resources designed to help teachers implement the new mathematics curriculum.

The main components of the Project are as follows:

- The Expectations Continuum
- Numeracy Scales
- Task Packages and Anchors (Exemplars) for every strand
- M.A.P.'s Units (integrated strand units written on the electronic curriculum planner) K-8, including split grades 1/2, 2/3, 3/4 (Grades 4/5, 5/6, 6/7 and 7/8 currently about to be field tested).

Several major system in-services, as well as many smaller cluster and school-level training sessions, were held over the past few years to make teachers aware of the components and to assist them in using these resources as a major part of their mathematics instruction.

EQAO assessments have shown improvement in our mathematics results, particularly at the Grade 3 level; Grade 6 results are improving slowly but we still lag well behind the province. Although the information is by no means complete, the survey demonstrates that there are still implementation difficulties for our teachers in presenting and assessing the new curriculum.

Because the Board has a literacy focus, improvement in mathematics must be considered with that major direction in mind. The recommendations from the analysis of the survey information will offer suggestions to administrators and consultative personnel to help them align mathematics improvement with the literacy focus, through operational changes and targeted in-service opportunities.

The Hamilton-Wentworth District School Board

SUMMARY OF HWDSB MATHEMATICS SURVEY (Grade 1-8)

Background to the Mathematics Survey

At the August 2000 meeting of the Education Committee of the Board, a three-year review cycle for monitoring the implementation of the Ontario Curriculum was approved. For 2000-2001, the Board approved a plan to conduct *"a review of implementation in the area of Mathematics, particularly related to the Hamilton-Wentworth Peel Numeracy Project which has entered the final phase of the development stage".*

The Survey was designed to gather information on the implementation of the Ontario Curriculum mathematics document. The first section of the survey dealt with awareness and use of the Peel/Hamilton-Wentworth Numeracy Project resources. The second part of the survey focused on the awareness and use of commercially produced resources for instruction in mathematics. In other sections teachers were able to indicate their comfort level with teaching, assessing and integrating the strands of the mathematics curriculum and with a variety of instructional tools such as manipulatives, calculators, and computer technology. In addition information was gathered on assessment practices and reporting to parents. There was also a section for all administrators (principals and vice-principals). The administrator surveys were intended to provide data on school-wide processes in place for the implementation of the mathematics curriculum.

The surveys were **not** designed to track individual teachers or schools. The principal had the opportunity to review the information from his or her own school before it was forwarded to the OC Team but the school was not identified on the survey forms in order to encourage participants to respond as honestly as possible. The intent was to gather data on the system as a whole and to ascertain the effectiveness of system-wide strategies to implement the new Mathematics curriculum.

The surveys were completed at the end of the 2000-2001 school year. Given the stresses on elementary schools during that school year, the return rate was not as high as we could have hoped. *There was only a 40% return rate for the Mathematics Survey and, of that 40%, not all respondents were directly involved in the instruction of mathematics in the school.*

The results of the survey, however, did provide us with valuable information on elementary program delivery for mathematics in The Hamilton-Wentworth District School Board. The information is of value to two groups:

1. School administrators can use the information to link to their school accountability plans and annual EQAO Action Plans for improvement, particularly in relation to student achievement in the Grade 3, 6 and 9 mathematics assessments.
2. The Ontario Curriculum Team can tailor future professional development initiatives in mathematics directly to the needs of the schools in the improvement of student achievement.

Recommendations

Given that the Board's elementary program focus for the next few years is literacy, the following recommendations have been developed in the light of what is possible to achieve with the reduced resources and energy available to other subject areas.

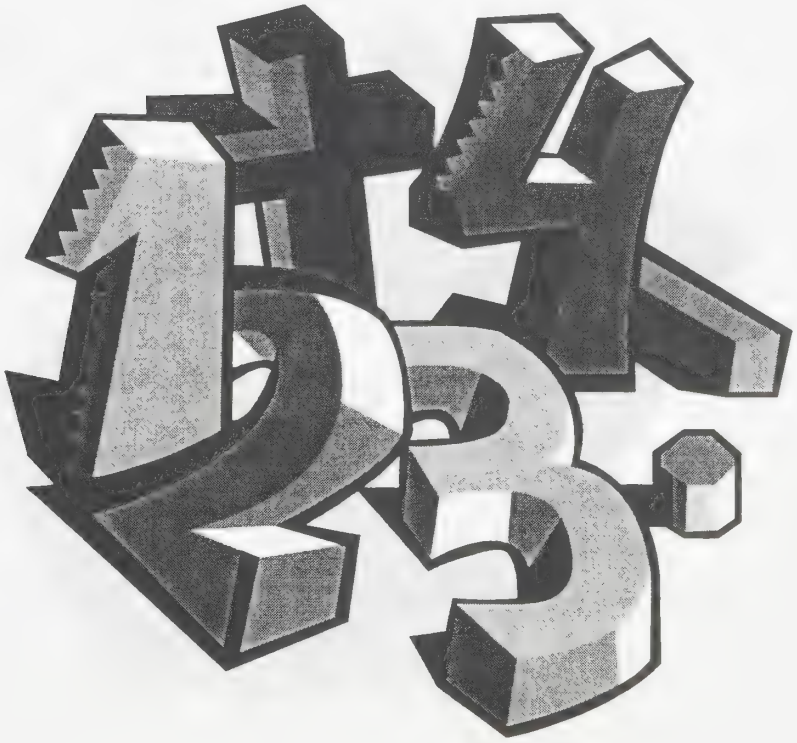
1. Present the summary of the results of this survey to administrators for consideration in the following:
   - the creation of EQAO School Action Plans;
   - the design of school-based staff development for the improvement of student performance in Grade 1-8 Mathematics; and,
   - operational changes to support quality mathematics instruction.

2. Encourage schools to focus their efforts on Communication in Mathematics to align instruction in mathematics with the Board focus on literacy and strategies to improve student reading skills that are being in-serviced through the Literacy Guidelines (Balanced Literacy, Literacy in the Content Areas) and other professional development such as First Steps.

3. Support strategies for the implementation of the Hamilton-Wentworth Peel Numeracy Project that address the areas of need (categories such as communication and problem-solving, strands such as Data Management, Measurement, understanding levels of achievement, using the components of the Numeracy Project to support special education students, computer applications) with available time, personnel and budget through:
   - continuing voluntary after-school in-service and Summer Institutes;
   - taking advantage of Professional Activity Days and early release days;
   - encouraging operational changes in schools to support mathematics instruction such as increasing time allotments and scheduling, budget for manipulatives and new textbooks and other resources, and access to computer technology for math classes;
   - investigating a partnership with a Faculty of Education to offer a mathematics Additional Qualifications courses; and,
   - recognition for teacher leadership and professional development (teacher moderation) in mathematics.

4. In-service new teachers on instructional and assessment strategies in mathematics through:
   - Summer Institutes;
   - special sessions held in the early fall for teachers new to mathematics; and,
   - establishment of mathematics mentoring programs in schools with teacher experts in mathematics.

ANALYSIS OF THE SURVEY RESULTS



ANALYSIS OF RESULTS BY DIVISION

Primary Highlights

Awareness

- There were 503 surveys submitted with an average of 474 respondents for the items related to awareness of the Hamilton-Wentworth Peel Numeracy project
- 73% of respondents are using the Expectations Continuum either occasionally or frequently
- 27-45% occasionally use the task packages, numeracy scales, anchor papers, and MAP units; however, a significant number of teachers are either unaware (7-23%) of the Peel/Hamilton-Wentworth Numeracy Project or aware and not using the resources (19-47%)
- 322 surveys responded to the question on the Split Grade M.A.P. units but only 14% of the teachers occasionally or frequently used the split grade units

Commercially Produced Resources

- 86% of teachers are occasionally or frequently using Quest 2000,
- 62% of teachers are occasionally or frequently using Math Quest
- 53% of teachers are occasionally or frequently using Ontario Math Workbook

Program Delivery

- Teachers are at least comfortable or completely comfortable teaching Number Sense (94%)
- They are also more comfortable or completely comfortable assessing Number Sense (91%) than any other strand.
- 70% of teachers are comfortable or completely comfortable integrating strands in program delivery and 70% are comfortable or completely comfortable integrating math with other subject areas.
- 84% are comfortable or completely comfortable using manipulatives.
- 73% are comfortable or completely comfortable using calculators in mathematics instruction.
- 43% are not comfortable or somewhat comfortable using computer applications in math.
- 47% are not comfortable or somewhat comfortable providing and assessing tasks that enable students to demonstrate Level 4 performance.
- 51% of teachers are at least comfortable or completely comfortable with providing student opportunities to communicate mathematically.

Categories

- 62% of teachers are comfortable or completely comfortable assessing and evaluating students using the four categories.
- 72% of teachers are comfortable or completely comfortable assessing using four levels of achievement.

Reporting to Parents

- 84% are comfortable or completely comfortable with reporting to parents

General Trends and Implications

- Primary teachers use some of the key features of the Hamilton-Wentworth Numeracy Project - to a good extent - the Expectations Continuum and the Numeracy Scales for example - but use the other resources to a much lesser degree. Less than half the teachers use the Assessment Task packages. Given the small amount of in-service that has been provided on a voluntary basis on teacher moderation in mathematics and the lack of the expectation for teachers to establish baseline data on student achievement in mathematics to date, this result is not surprising.

- Primary teachers frequently use textbooks for their program delivery. What is of concern is that 62% are still relying on MathQuest, an older textbook that does not fully support the new curriculum. There is also a high reliance on The Ontario Math Workbook, a "paper & pencil" set of activities, which does not support a hands-on approach. While this resource can be part of a balanced numeracy program (eg. a homework program), overuse of the workbook in the classroom does not reinforce the open-ended, problem-solving approach required by the Ontario Curriculum Mathematics document.

- The reliance on textbooks in general likely explains the lower level of usage of the M.A.P. units. Although these resources have been sold to several other boards as exemplary materials, only about a third of our respondents use them. It is encouraging to see good use of manipulatives and calculators; the need for further work on computer applications is recognized.

- The indication that 70% of the teachers are comfortable integrating the various strands of mathematics and integrating mathematics with other subject areas is positive but that comfort should promote the use of the integrated M.A.P. units. The discrepancy here needs further investigation.

- Primary teachers indicate a good comfort level with teaching and assessing the four categories and levels of achievement and reporting student progress in mathematics to parents. While our overall EQAO Grade 3 mathematics results have been improving over the four years of the assessment, there are much lower levels of achievement in the categories (such as communication of required knowledge, problem solving) and some of the strands (such as Measurement) in comparison to overall scores. Teacher understanding of those categories and the strategies required to help students improve their achievement in those areas are supported through the resources of the Project; the lack of awareness and usage of some of the components along with the reliance on older texts may contribute to our lagging results.

Junior Highlights

Awareness

- A total of 216 surveys were collected from the junior division with an average of 209 teachers responding on each of the first 9 items regarding awareness.
- 78% of the junior teachers are occasionally or frequently using the Expectations Continuum.
- About 50% of the teachers are occasionally or frequently using the task packages while around 40% are aware but not using them.
- About 50% of the teachers are aware of but not using the MAP units or split grade units.
- 19-30% are unaware of the MAP and Split Grade units.

Commercially Produced Resources

- 83% of teachers are occasionally or frequently using Quest 2000
- 80% are also occasionally or frequently using Math Quest
- 41% occasionally or frequently use Interactions and 58% occasionally or frequently use the Ontario Math Workbook

Program Delivery

- 97% of teachers feel most comfortable or completely comfortable teaching Number Sense and least comfortable teaching Patterning & Algebra even though the range for all strands comfortable or completely comfortable is 83-97%
- 66% of teachers feel comfortable or completely comfortable integrating strands in program delivery
- 63% feel comfortable or completely comfortable integrating math in other subject areas
- 80-88% are comfortable or completely comfortable using manipulatives and calculators
- 45% of teachers are somewhat comfortable, or not comfortable using computer applications
- 50% of teachers are comfortable providing opportunities for students to communicate in math while 47% are somewhat or not comfortable.

Categories

- 65-77% of teachers for the most part feel comfortable or completely comfortable assessing and evaluating students using the four categories and the four levels of achievement

Reporting to Parents

- 92% of teachers are comfortable or completely comfortable reporting to parents

General Trends and Implications

- As in the primary division, teachers do use the Expectations Continuum and the Numeracy Scales to some degree. However, a slightly higher percentage of teachers than in the primary division use the Task Packages and the Anchors. Given the limited amount of in-service on teacher moderation and the lack (until recently) of a general expectation for teachers to collect baseline data on their classes, this is encouraging; obviously there is a great deal of further work to do in convincing the large number of teachers who are aware of the Project but choose not to use it instructionally, that the components can enhance program delivery and assessment, or to find ways in which the components can be made more "teacher friendly" and accessible.

- As with the primary division a textbook is an important classroom resource. Some new texts that were written to support the new curriculum are in use, but there is a strong continuing use of MathQuest, an older text that does not align well with the new curriculum. A similar high usage of the Ontario Math Workbook (as in the primary grades) may also detract from instruction focusing on an open-ended, problem-solving approach required to fully implement the Mathematics Curriculum.

- As their primary colleagues do, teachers in the junior division appear to have comfort using manipulatives and calculators but once again computer applications emerge as an area for more attention. Whether this is an issue of familiarity with software or access to hardware on a regular basis must be further investigated.

- The indication that 60% of the junior teachers are comfortable integrating strands in mathematics and integrating math in other subject areas is positive. However, this does not translate into using the integrated M.A.P units as only 32% of the teachers are occasionally using these units.

- Junior teachers indicate a good comfort level with teaching and assessing the four categories and levels of achievement and reporting student progress in mathematics to parents. The indication that 77% of the teachers are comfortable assessing and evaluating students using the four levels of achievement indicates a familiarity and comfort level with using rubrics and other assessment tools that are matched to the Ontario Curriculum.

Intermediate Highlights

Awareness

- 70% of intermediate teachers are occasionally or frequently using the Expectations Continuum
- 20% of intermediate teachers are unaware of the task packages
- 45% are aware of the task packages but not using
- 43-53% of teachers are unaware of the MAP and Split Grade MAP units

Commercially Produced Resources

- 77% of intermediate teachers are occasionally or frequently using Mathpower
- 47% are occasionally or frequently using Quest 2000
- 45% are occasionally or frequently using Interactions
- 41% are occasionally or frequently using Ontario Math Workbook
- 36% are occasionally or frequently using Minds on Math

Program

- 96% of the teachers who responded feel comfortable or completely comfortable teaching Measurement, and Number Sense with 87-91% of teachers comfortable or completely comfortable teaching the other strands (Data Management was the lowest at 87%)
- Again teachers felt most comfortable assessing Number Sense
- 64% of the teachers feel comfortable or completely comfortable integrating strands
- 59% of teachers feel comfortable or completely comfortable integrating math into other subject areas
- 34-36% are somewhat comfortable integrating strands and math into other subject areas
- 79% feel comfortable or completely comfortable using manipulatives
- 92% are comfortable or completely comfortable using calculators; however, many still do not feel comfortable (53%) using computer applications
- 44% are either not comfortable or somewhat comfortable providing opportunities to communicate mathematically (e.g., journals)
- 61-69% of teachers are comfortable or completely comfortable assessing and evaluating students using the four categories and four levels of achievement

Reporting to Parents

- 88% feel comfortable or completely comfortable reporting to parents

General Trends and Implications

- Intermediate teachers are using some of the key components of the Peel/Hamilton-Wentworth Numeracy Project. They use the Expectations Continuum but to a lesser degree than the primary and junior divisions. Less than half of the teachers are using the Numeracy Scales and Task Packages. Again, given the limited amount of in-service and the voluntary nature of the in-services, this result is not surprising.

- Intermediate teachers frequently use textbooks and over 60% are relying on Mathpower, an older textbook that does not align well with the new curriculum. The reliance on textbooks could explain the lower level of usage of the Assessment Tasks and M.A.P units. The Quest 2000 textbook rated second as the text of choice. This is positive because this resource best matches to the Ontario Curriculum; however, over 50% are unaware of this resource or aware and not using it. Similarly to the other two divisions, teachers are using the Ontario Math Workbook; this may not appropriately support understanding of the curriculum if overused while other better resources are ignored.

- Manipulative use declines in the intermediate division while calculator use increases. As the math becomes increasingly more complex in the intermediate division, teachers allow students to use calculators more frequently. It is unfortunate that teachers do not use manipulatives more to support hands-on learning as many students still require a concrete base at this age.

- Once again, computer applications emerge as an area for more attention. Ministry licensed software (such as Geometer's Sketchpad) is fundamental to a better understanding and demonstration of curriculum expectations, and necessary for success in the Grade 9 EQAO Math assessments; computer applications should increase at this level, not decrease. The issue of familiarity with software and access to hardware on a regular basis will need further study.

- There is some increase in comfort level in the intermediate division in providing opportunities for students to communicate mathematically. This may be due to efforts on the part of intermediate teachers to respond to continuing weak EQAO results for grade 6 students in the area of communication and problem solving.

- Over 60% of intermediate teachers, indicated that they are comfortable integrating the various strands of mathematics and integrating math with other subject areas. Ideally this comfort should promote the use of the integrated M.A.P units; however, none of the teachers indicated frequent use and only 20% indicated occasional use.

- Intermediate teachers indicate a good comfort level with teaching and assessing the four categories and levels of achievement and reporting student progress in mathematics to parents. While 77% of junior teachers indicated a comfort level of assessing and evaluating using the four levels of achievement that comfort drops to 69% in the intermediate division. There has been some concern from intermediate teachers over the translation of achievement levels to percentages and the use of rubrics in this process. The drop in comfort level may reflect this concern and will need further study.

Administrator Response: Highlights

- 94 administrators responded to the survey
- 93% indicated that teachers are occasionally or frequently using Expectations Continuum
- 65% of the administrators indicate that their teachers are occasionally using the task packages
- 47-48% indicated their teachers are occasionally using the M.A.P. units and Split Grade units

Commercially Produced Resources

- administrators indicated that Quest 2000, Interactions, Mathpower, Math Quest and the Ontario Math Workbook were the most popular texts with Puddle Questions and Connections in Math being used occasionally

Program

- 76 administrators indicated that there are teachers in the building who provide leadership in the area of mathematics
- 59 indicated long range plans are submitted
- administrators indicated that the preferred block of time for mathematics in all divisions was 40-50 minutes (daily)
- most indicated that teachers met to discuss math once a month
- there are systems in place for staff to share resources and materials
- 52 administrators indicated they are at partial implementation while 30 indicated full implementation of the Ontario Curriculum in mathematics

General Trends and Implications

- Administrators indicate that teachers use the Expectations Continuum on a regular basis; however, they report a lower percentage of teachers using the Numeracy Scales and Assessment Task packages. Only 7 of 94 administrators indicated that teachers were not using the Continuum. Teachers' responses indicated that at least 20 –30% of all the teachers were either not aware or not using the Continuum. The discrepancy between the beliefs of administrators and the actual practice of teachers is interesting and may signal a greater need for principals to monitor teacher practice more carefully.

- Administrators indicated that teachers are using older textbooks (such as Mathpower and MathQuest which do not align as well with the curriculum) regularly. This is consistent with the teacher response. However, 84 of the 94 administrators indicated that their teachers are also using Quest 2000 on a regular basis. This is consistent with the teacher response in the primary and junior divisions, but not the intermediate. Quest 2000 is a grade 1-6 textbook and Minds on Math is the intermediate version. Intermediate teachers rely on Mathpower with some teachers using Minds on Math only occasionally.

- The indication that seventy-six of the administrators have teachers in their building who provide math leadership to others is positive. However, there are a number of schools who report no teacher leader in the area of mathematics. With the number of new teachers and the complexity of the new mathematics curriculum for even experienced teachers, distributed instructional leadership in the schools is a strong need.

- Only fifty-nine administrators indicated that long-range math plans are submitted either by term or by year. Because of the reliance on textbooks as the driver of curriculum delivery, principals may not be asking for long range plans in mathematics and teachers may perceive long range plans as too time consuming and irrelevant to instruction. The relationship between long-term planning and curriculum delivery as a function of textbook usage and student performance on curriculum-based external tests such as EQAO needs further consideration. Reliance on textbooks may result in a decrease in the use of other curriculum-based resources which promote problem solving and communication-based learning that is necessary for completing integrated performance tasks as represented by EQAO testing.

- The average daily block of time for mathematics is 40-50 minutes. The lack of time is a factor in all areas of instruction and assessment. Teachers indicate that one of the main factors for not using the Peel/Hamilton-Wentworth Numeracy Project components is the lack of time; first, for teacher preparation and understanding of the new approach to mathematics instruction which is embedded in both the Ontario Curriculum mathematics document and the Project; and, secondly, the lack of classroom instructional time for students to meet the expectations of the mathematics curriculum.

- Administrators indicated that teachers meet and plan around mathematics either by same grades or divisions. Some indicated that teachers never meet while others indicated that their teachers meet at least once a month or more. This wide variation of expectation and practice is a concern. With teacher moderation and dialogue being such an important component of mathematics instruction and assessment, it is important for teachers to have the time to discuss professional practice in mathematics. Administrators need to be consistent in establishing expectations and supporting teacher collaboration and professional development.

Teacher and Administrator Comments: Highlights

Teachers and administrators had similar concerns regarding the implementation of the mathematics curriculum. Below is a summary of comments from the surveys.

Teacher Comments

- many teachers are concerned with time – time to plan, implement and assess.
- a number of comments from Special Education (and ESL) teachers that Peel/Hamilton-Wentworth project pieces are too difficult, or not relevant for their students
- a few teachers indicated they did not like Quest 2000 – too difficult and additional packages are too expensive
- teachers commented on the need for budget for manipulatives / resources / calculators
- some indicated they were very happy with the tasks in the project but had a difficult time jumping from tasks to textbook
- teachers need assistance with developing and assessing Level 4 activities
- teachers want more of an emphasis on Numeration
- teachers rejected the train-the-trainer model because most schools were not being in-serviced properly back at the school
- a few comments indicated each teacher should have received his or her own copy of all the Project pieces

Administrator Comments

- time is a concern both in the classroom and for meetings to in-service or discuss math issues
- also with many new teachers, changing assignments and transfers, implementation is disjointed
- teachers' confidence and familiarity with mathematics impact greatly on the strategies used
- as new teachers enter our system there is a need for them to be in-serviced

General Trends and Implications

- The issue of time is critical to both teachers and administrators. Administrators and teachers need to consider how best to use the time that is available – in terms of school timetables, time on task in classroom activity, and teacher staff development and preparation. Administrators must not only facilitate these discussions but facilitate operational changes (such as organizing school schedules, particularly in middle schools) to ensure time is available and used wisely.

- There is no doubt that instructing and assessing the new math curriculum is challenging for many teachers and that teachers need more time to learn how to deliver the curriculum appropriately. The comments regarding the difficulty and relevance of the Project (and of newer textbooks) for some students are revealing since the Project does not vary from the Ontario Curriculum in either content or expectation of approach and the lead designers of the Project from both Peel and Hamilton-Wentworth were both seconded to EQAO where they participated in designing the Grade 3, 6 and 9 mathematics assessments. The comments point to the need for more in-service so that teachers understand the components of the Project better and feel more comfortable in implementing it. The Expectations Continuum, for example, is an excellent tool for modifying curriculum expectations to meet the need of special education students, but obviously some teachers are not aware of this potential for planning program. For future direction, the Curriculum Team needs to consider how to help teachers integrate the components of the Project with a recommended textbook.

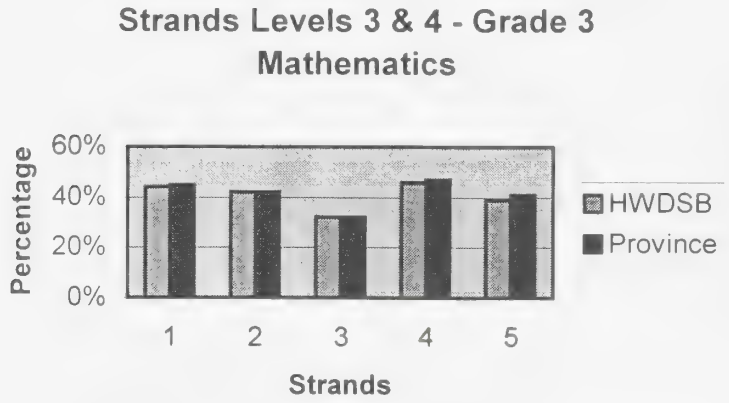
- Difficulties in implementation may be associated with budget restrictions. Teachers did make comments with regard to the need for more resources. New textbooks that align with curriculum expectations should be available for all teachers; however, the survey demonstrates that even when new textbooks are available, some teachers continue to rely more heavily on the older texts. Manipulatives and calculators are other resources which schools may need to acquire, but, besides purchasing more of these resources, schools should ensure that the resources are inventoried and available within the school for all classes to share instead of being for the exclusive use of one teacher or class. Teachers may also need in-service and training to ensure they are comfortable using such resources and that the resources are used to best advantage. The issue of computer applications is one that administrators need to address to ensure that computer lab access or in-class computers are available for the sole purpose of mathematics instruction, as the expectations (particularly at the intermediate level) require it.

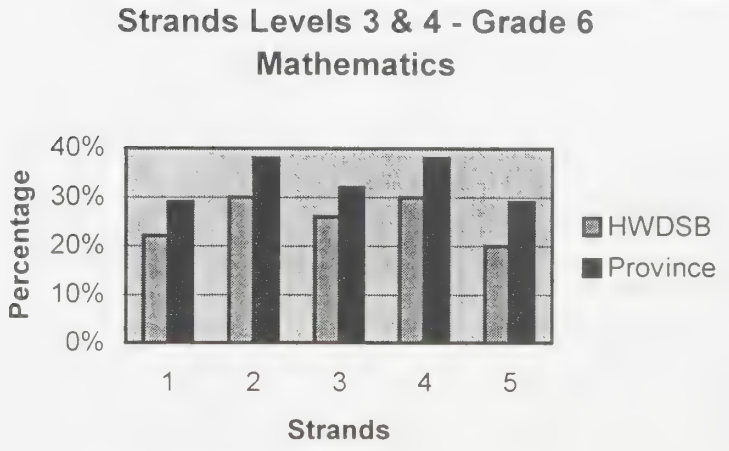
- The Board has a literacy focus and the time, budget and personnel needed to adequately in-service all staff centrally are not currently available. Central in-service relating to mathematics will remain optional. Ministry-funded in-service (such as for Mathematics Exemplars) tends to be on the train-the-trainer model which can be problematic. There is a demonstrated need for teacher training, particularly for new teachers or teachers who change grade assignments significantly. The Curriculum Team will have to consider alternate ways of bringing in-service and training to a wider number of teaching staff without relying totally on the train-the-trainer model. On the other hand, principals need to plan ahead to ensure that teacher experts and those trained through train-the-trainer are provided with appropriate opportunities to in-service staff at the school level.

MATHEMATICS SURVEY AND EQAO IMPLICATIONS

It is not possible to compare category or strand scores from year to year. Because the test changes from year to year the difficulty of the questions in certain strand and category areas affects the results. Only the overall scores can be used to compare results based upon the multiple-choice component. However, it is possible to look for trends and implications that will affect the instruction and assessment of mathematics. The survey and the EQAO results did provide some interesting factors to consider when planning and in-servicing teachers in the area of mathematics.

2001 EQAO RESULTS - Strands



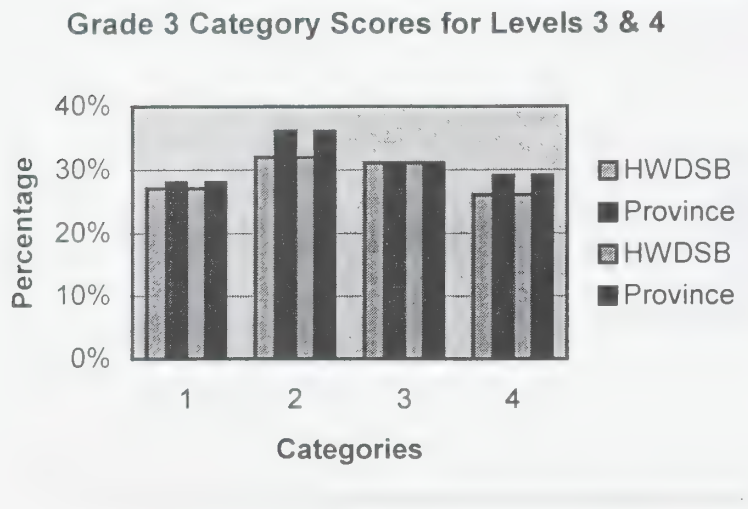


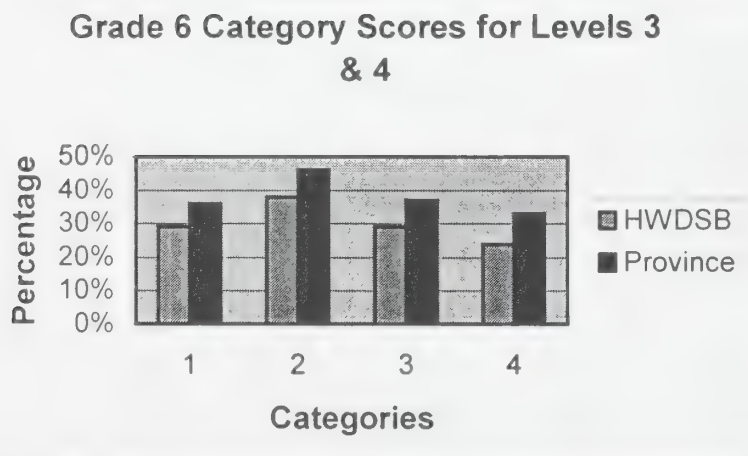
1= Number Sense and Numeration
2= Geometry and Spatial Sense
3= Measurement
4= Patterning and Algebra
5= Data Management and Probability

Over the past three years Measurement has remained one of the weakest strands on EQAO results for both the grade 3 and 6 students. EQAO results in 2001 for grade 3 students scored Measurement as the weakest strand; our results were, however, consistent with the province. Even though we have not performed well in the area of Measurement, teachers did not indicate on the survey a concern over the teaching and assessing of the Measurement strand. Teachers did indicate that they felt most comfortable teaching Number Sense and in the past there has been a disproportionate amount of time devoted to the strands with Number Sense receiving the most time. Recent Ministry revisions to the number of strands that need to be reported in a given term has made the instruction and assessment of mathematics more manageable. Our 2001 grade 3 results in Number Sense are consistent with the provincial results and the second strongest strand behind Patterning and Algebra. This did not hold true for the Grade 6 results.

As in 1999 and 2000, the 2001 EQAO results in Patterning & Algebra scores for grade 3 & 6 have remained the strongest strand; however, primary and junior teachers have scored it as one of the strands they feel least comfortable in teaching. Intermediate teachers scored Data Management as their least comfortable strand to teach and assess. EQAO grade 6 achievement remains strongest in Patterning and Algebra and Geometry but weakest in Data Management. The correlation between reported teacher comfort level in teaching and assessing a strand and student strand results is certainly an area for further investigation.

2001 EQAO RESULTS - Categories





1= Problem Solving
2= Understanding of Concepts
3= Application of Mathematical Procedures
4= Communication of Required Knowledge

Communication of Required Knowledge continues to be a category of concern for both grade 3 & 6 students and teachers. Our survey indicates for all divisions that about half of the teachers who responded are comfortable or completely comfortable providing opportunities for students to communicate in math. This means half are not. The reliance on textbook teaching in 40-50 minute time slots does not encourage a problem solving/communication approach to mathematics. There will need to be more emphasis on developing familiarity with the math curriculum in order for teachers to feel comfortable to break away from traditional teaching methodology in mathematics.

Teaching Experience

An analysis of the survey questions was completed based on the teaching experience of the respondents

- The teacher surveys were divided into two different groups: 0-5 years of teaching experience and 6 years and above
- Responses for the two groups for all of the survey questions were recorded and compared
- The intent was to look for trends related to experience that may impact the instruction and assessment of mathematics
- 222 teacher surveys for the group with 0-5 years experience
- 690 teacher surveys for the group with 6 years and above.

General Trends and Implications

- When we look at teachers with 0-5 years of experience and the use of the Expectations Continuum, 36% are unaware or aware and not using the Continuum, compared to 23% of teachers with 6 years and above. Also 26% of teachers with 0-5 years of teaching experience are frequently using the Expectations Continuum compared to 43% of teachers with 6 years and above. Teachers with 0-5 years experience are less aware of the task packages but feel just as comfortable teaching the strands as teachers with 6 years and more. Teachers with 6 years and above are more aware of the task packages and using them more frequently than less experienced teachers. There is a definite need to ensure that teachers new to the Board receive initial training on the components of the Project as there is a marked degree of difference in usage between the two groups.

- There may be a trend developing with less experienced teachers and the use of the textbook. Less experienced teachers may rely more heavily on the use of the text because of their insecurity with the instruction and assessment components of mathematics. As teachers become more experienced they develop new skills and a familiarity and confidence with integrating more powerful and rich tasks into their mathematics instruction. Experienced teachers tend to use some of the other recommended resources more so than teachers with less than five years of experience. However there is still concern that many of the experienced teachers are not aware of the task packages and do not attempt to integrate them into their math program.

- Both groups responded that they were comfortable teaching and assessing the strands and there was no obvious difference in the way they perceived each strand. Results were similar for integrating strands and math in other subject areas. Manipulative use and calculator use was similar for both groups and as stated previously the use of computer application for both groups is a concern that needs to be addressed.

- In providing students opportunities to communicate mathematically, the survey results are disappointing for both groups and indicate a need to be addressed in future in-services. Results were similar for assessing and evaluating students using the four categories and four levels of achievement. A relatively large group of both experienced and inexperienced teachers (28-43%) either do not feel comfortable assessing using the categories and achievement levels or are not aware of this information. On the other hand both groups indicated that they felt very comfortable reporting to parents. These kinds of discrepancies require further investigation. There has been a great deal of in-service with regard to the provincial report card and reporting to parents, but it may be that further attention needs to be addressed to teacher understanding of the categories and achievement levels in order to ensure that the report card evaluations really do provide a true picture of student performance of the expectations of the curriculum.

Primary Response - 503

I teach in the *Primary* *Junior* *Intermediate* division. *(Circle one)*
I teach in a JK-5 (6) JK-8 (6) 7, 8 school. *(Circle one)*
I have been teaching for _____ years.

Awareness/use of the following components of the Peel/Hamilton-Wentworth Numeracy Project:	Unaware #	Unaware %	Aware / Not Using #	Aware / Not Using %	Occasional Use #	Occasional Use %	Frequent Use #	Frequent Use %	# of Teachers
Expectations Continuum	34	7	94	19	153	32	194	41	475
Numeracy Assessment Scales	49	10	148	31	216	45	64	13	477
Assessment Task Package ♦*Measurement*	81	17	180	38	187	39	29	6	477
Assessment Task Package ♦*Geometry & Spatial Sense*	81	17	180	38	185	39	31	6	477
Assessment Task Package ♦*Patterning & Algebra*	79	17	190	40	174	37	33	7	476
Assessment Task Package ♦*Data Management & Probability*	85	18	187	39	175	37	28	6	475
Assessment Task Package ♦*Number Sense & Numeration*	80	17	176	37	180	38	37	8	473
Student Anchor Papers	108	23	172	37	156	33	32	7	468
A.P. (Math Assessment Project) Units (one each for K to Grade 8)	102	22	218	47	120	27	27	6	467
Split Grade M.A.P. Units *(primary grades only: 1/2, 2/3, 3/4)*	112	35	168	52	34	11	8	3	322

Awareness/use of the following commercially produced resources:	Unaware #	Unaware %	Aware / Not Using #	Aware / Not Using %	Occasional Use #	Occasional Use %	Frequent Use #	Frequent Use %	# of Teachers
Quest 2000 (Grades 1 - 6)	4	1	59	13	117	25	284	61	464
Interactions (Grades 1 - 8)	80	19	171	41	114	27	28	7	421
Minds on Math (Grades 7 - 8)									
Mathpower (Grades 7 - 8)									
Impact Math (Grades 7 - 8)									
MathQuest (Grades 1 - 6)	19	5	143	34	146	35	114	27	422
Gage Math Assessment (Grades 3, 6, 7, 8)	140	58	78	33	16	7	6	3	240
Connections in Math (Grades 4 - 8)	90	52	59	34	20	12	3	2	172
Puddle Questions (Grades 1 - 8)	103	25	131	31	142	34	44	10	420
ıtario Math Workbook (Grades 1 - 8)	113	26	88	20	96	22	136	31	433

Comfort level with the following aspects of mathematics program delivery:	Not Comfortable		Somewhat Comfortable		Comfortable		Completely Comfortable		# of Teachers
	#	%	#	%	#	%	#	%	
Teaching:									
the *Measurement* strand	1		50	10	267	55	171	35	489
the *Geometry & Spatial Sense* strand	2		44	9	264	54	178	36	488
the *Patterning & Algebra* strand	4		70	14	246	50	170	35	490
the *Data Management & Probability* strand	6	1	71	15	235	48	177	36	489
the *Number Sense & Numeration* strand	1		28	6	216	44	246	50	491
Assessing:									
the *Measurement* strand	4		66	13	293	60	126	26	489
the *Geometry & Spatial Sense* strand	5		68	14	283	58	134	27	490
the *Patterning & Algebra* strand	8	2	82	17	276	56	124	25	490
the *Data Management & Probability* strand	11	2	84	17	277	56	119	24	491
the *Number Sense & Numeration* strand	2		46	9	263	54	180	37	491
Integrating strands in program delivery (e.g., *Measurement and Patterning & Algebra*)	20	4	119	25	238	50	96	20	473
Integrating math with other subject areas	13	3	132	27	236	48	109	22	490
Using manipulatives in mathematics instruction	3		24	5	173	35	291	59	491
Using calculators in mathematics instruction	28	6	96	21	214	46	126	27	464
Using computer applications in mathematics instruction	50	10	159	33	182	38	87	18	478
Using and assessing problems which provide opportunities for a Level 4 performance	44	9	183	38	185	39	65	14	477
Providing students opportunities to communicate mathematically (e.g., through journals)	45	9	190	40	173	36	71	15	479
Assessing & evaluating students using the 4 categories from the Achievement Level Chart on page 9 *(Problem Solving, Understanding of concepts, Application of mathematical procedures, Communication of required knowledge)*	34	8	137	30	207	46	73	16	451
Assessing & evaluating students using the 4 levels of achievement	15	3	119	25	239	51	100	21	473
Reporting to parents on their child's achievement in math	9	2	69	14	237	49	167	35	482

Any other comments: *(optional)*

Junior Response - 216

I teach in the *Primary* *Junior* *Intermediate* division. *(Circle one)*
I teach in a JK-5 (6) JK-8 (6) 7, 8 school. *(Circle one)*
I have been teaching for _____ years.

Awareness/use of the following components of the Peel/Hamilton-Wentworth Numeracy Project:	Unaware #	Unaware %	Aware / Not Using #	Aware / Not Using %	Occasional Use #	Occasional Use %	Frequent Use #	Frequent Use %	# of Teachers
Expectations Continuum	7	3	40	19	75	36	89	42	211
Numeracy Assessment Scales	9	4	65	31	106	51	27	13	207
Assessment Task Package *♦Measurement*	15	7	92	44	89	43	13	6	209
Assessment Task Package *♦Geometry & Spatial Sense*	16	8	88	42	93	44	14	7	211
Assessment Task Package *♦Patterning & Algebra*	16	8	88	42	89	42	17	8	210
Assessment Task Package *♦Data Management & Probability*	16	8	92	44	86	41	16	8	210
Assessment Task Package *♦Number Sense & Numeration*	17	8	86	41	89	43	17	8	209
Student Anchor Papers	35	17	84	41	74	36	11	5	204
' ' A.P. (Math Assessment Project) Units (one each for K to Grade 8)	40	19	94	45	66	32	7	3	207
Split Grade M.A.P. Units *(primary grades only: 1/2, 2/3, 3/4)*	37	30	65	53	20	16	1		123

Awareness/use of the following commercially produced resources:	Unaware #	Unaware %	Aware / Not Using #	Aware / Not Using %	Occasional Use #	Occasional Use %	Frequent Use #	Frequent Use %	# of Teachers
Quest 2000 (Grades 1 - 6)	2	1	33	16	59	28	117	55	211
Interactions (Grades 1 - 8)	35	20	80	45	59	33	5	3	179
Minds on Math (Grades 7 - 8)									
Mathpower (Grades 7 - 8)									
Impact Math (Grades 7 - 8)									
MathQuest (Grades 1 - 6)	5	2	37	18	80	39	85	41	207
Gage Math Assessment (Grades 3, 6, 7, 8)	72	50	37	26	36	25			145
Connections in Math (Grades 4 - 8)	76	44	54	32	33	19	8	5	171
Puddle Questions (Grades 1 - 8)	58	30	60	31	58	30	18	9	194
ntario Math Workbook (Grades 1 - 8)	42	21	43	21	51	25	66	33	202

Comfort level with the following aspects of mathematics program delivery:	Not Comfortable		Somewhat Comfortable		Comfortable		Completely Comfortable		# of Teachers
Teaching:	#	%	#	%	#	%	#	%	
the *Measurement* strand			15	7	107	51	89	42	211
the *Geometry & Spatial* Sense strand	1		17	8	106	50	88	42	212
the *Patterning & Algebra* strand	3	1	28	13	109	51	73	34	213
the *Data Management & Probability* strand	3	1	25	12	100	47	84	40	212
the *Number Sense & Numeration* strand			5	2	85	40	121	57	211
Assessing:									
the *Measurement* strand			25	12	112	53	74	35	211
the *Geometry & Spatial Sense* strand	1		28	13	108	51	74	35	211
the *Patterning & Algebra* strand	6	3	40	19	106	50	60	28	212
the *Data Management & Probability* strand	3	1	39	18	102	48	67	32	211
the *Number Sense & Numeration* strand			15	7	96	46	99	47	210
Integrating strands in program delivery (e.g., *Measurement and Patterning & Algebra*)	6	3	63	32	97	49	33	17	199
Integrating math with other subject areas	4	2	73	35	105	50	26	13	208
Using manipulatives in mathematics instruction	1		23	11	108	51	78	37	210
Using calculators in mathematics instruction	6	3	35	17	94	44	77	36	212
Using computer applications in mathematics instruction	17	8	78	37	85	40	31	15	211
Using and assessing problems which provide opportunities for a Level 4 performance	10	5	64	30	106	50	30	14	210
Providing students opportunities to communicate mathematically (e.g., through journals)	14	3	92	44	73	35	31	15	210
Assessing & evaluating students using the 4 categories from the Achievement Level Chart on page 9 *(Problem Solving, Understanding of concepts, Application of mathematical procedures, Communication of required knowledge)*	10	5	63	30	101	49	34	16	208
Assessing & evaluating students using the 4 levels of achievement	3	1	46	22	106	50	56	27	211
Reporting to parents on their child's achievement in math			17	8	119	57	74	35	210

Any other comments: *(optional)*

_____

_____

_____

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_____

_____

Intermediate Response - 146

11-21

I teach in the *Primary* *Junior* *Intermediate* division. *(Circle one)*
I teach in a JK-5 (6) JK-8 (6) 7, 8 school. *(Circle one)*
I have been teaching for _____ years.

Awareness/use of the following components of the Peel/Hamilton-Wentworth Numeracy Project:	Unaware #	Unaware %	Aware / Not Using #	Aware / Not Using %	Occasional Use #	Occasional Use %	Frequent Use #	Frequent Use %	# of Teachers
Expectations Continuum	7	5	36	25	60	41	42	29	145
Numeracy Assessment Scales	21	15	55	38	56	39	12	8	144
Assessment Task Package ♦*Measurement*	29	20	65	46	39	27	13	9	146
Assessment Task Package ♦*Geometry & Spatial Sense*	27	18	67	46	42	29	10	7	146
Assessment Task Package ♦*Patterning & Algebra*	27	18	65	45	41	28	13	9	146
Assessment Task Package ♦*Data Management & Probability*	27	19	67	47	39	27	11	8	144
Assessment Task Package ♦*Number Sense & Numeration*	28	19	68	47	39	27	9	6	144
Student Anchor Papers	45	31	54	38	41	28	4	3	144
A.P. (Math Assessment Project) Units (one each for K to Grade 8)	50	27	53	28	38	20	1		187
Split Grade M.A.P. Units *(primary grades only: 1/2, 2/3, 3/4)*	43	45	38	40	4	4	11	11	96

Awareness/use of the following commercially produced resources:	Unaware #	Unaware %	Aware / Not Using #	Aware / Not Using %	Occasional Use #	Occasional Use %	Frequent Use #	Frequent Use %	# of Teachers
Quest 2000 (Grades 1 - 6)	9	10	37	43	18	21	22	26	86
Interactions (Grades 1 - 8)	17	14	51	41	44	36	11	9	123
Minds on Math (Grades 7 - 8)	44	21	30	26	22	19	19	17	115
Mathpower (Grades 7 - 8)	6	5	22	18	19	16	74	61	121
Impact Math (Grades 7 - 8)	39	35	37	34	23	21	11	10	110
MathQuest (Grades 1 - 6)	39	35	31	27	32	28	11	10	113
Gage Math Assessment (Grades 3, 6, 7, 8)	69	57	37	31	10	8	5	4	121
Connections in Math (Grades 4 - 8)	48	38	42	33	28	22	10	8	128
Puddle Questions (Grades 1 - 8)	55	41	37	28	34	25	8	6	134
ntario Math Workbook (Grades 1 - 8)	47	35	32	24	30	23	24	18	133

Comfort level with the following aspects of mathematics program delivery:	Not Comfortable		Somewhat Comfortable		Comfortable		Completely Comfortable		# of Teachers
Teaching:	#	%	#	%	#	%	#	%	
the *Measurement* strand			6	4	58	41	79	55	143
the *Geometry & Spatial Sense* strand			13	9	59	41	72	50	144
the *Patterning & Algebra* strand			12	8	57	40	74	52	143
the *Data Management & Probability* strand	1		17	12	58	40	68	47	144
the *Number Sense & Numeration* strand			5	3	42	29	97	67	144
Assessing:									
the *Measurement* strand	1		13	9	57	40	72	50	143
the *Geometry & Spatial Sense* strand	1		14	10	63	44	65	45	143
the *Patterning & Algebra* strand	1		18	13	56	39	69	48	144
the *Data Management & Probability* strand	3	2	17	12	57	40	67	47	144
the *Number Sense & Numeration* strand	1		10	7	50	35	83	58	144
Integrating strands in program delivery (e.g., *Measurement and Patterning & Algebra*)	3	2	47	34	60	44	27	20	137
Integrating math with other subject areas	8	6	48	36	54	40	25	19	135
Using manipulatives in mathematics instruction	1		29	20	77	53	37	26	144
Using calculators in mathematics instruction	1		11	8	51	36	79	56	142
Using computer applications in mathematics instruction	22	15	54	38	43	30	23	16	142
Using and assessing problems which provide opportunities for a Level 4 performance	15	11	33	23	56	39	38	27	142
Providing students opportunities to communicate mathematically (e.g., through journals)	16	11	47	33	50	35	30	21	143
Assessing & evaluating students using the 4 categories from the Achievement Level Chart on page 9 *(Problem Solving, Understanding of concepts, Application of mathematical procedures, Communication of required knowledge)*	9	6	46	33	55	40	29	21	139
Assessing & evaluating students using the 4 levels of achievement	8	6	35	25	56	39	43	30	142
Reporting to parents on their child's achievement in math	1		16	11	71	50	55	38	143

Any other comments: *(optional)*

_____

_____

_____

_____

_____

_____

Administrator Response - 94

11-23

' have been an administrator (principal and/or vice principal) for _____ years.
, am an administrator in a *JK - 5 (6)* *JK - 8* *(6)7 - 8* school. *(circle one)*

Awareness/use of the following components of the Peel/Hamilton-Wentworth Numeracy Project being used in your school:	Teachers are unaware	Teachers are aware , but not using	Teachers use occasionally	Teachers use frequently	# of Principals
Expectations Continuum		7	53	34	94
Numeracy Assessment Scales		22	63	7	92
Assessment Task Package ♦*Measurement*	1	28	62	2	93
Assessment Task Package ♦*Geometry & Spatial Sense*	1	27	62	2	93
Assessment Task Package ♦*Patterning & Algebra*	1	27	62	2	93
Assessment Task Package ♦*Data Management & Probability*	1	29	61	2	93
Assessment Task Package ♦*Number Sense & Numeration*	1	24	66	2	93
Student Anchor Papers		32	51	7	90
\.P. (Math Assessment Project) Units (one each for K to Grade 8)	7	39	43	1	90
Split Grade M.A.P. Units *(primary grades only: 1/2, 2/3, 3/4)*	5	30	32	1	68

Awareness/use of the following commercially produced resources:.	Teachers are unaware	Teachers are aware but not using	Teachers use occasionally	Teachers use frequently	# of Principals
Quest 2000 (Grades 1 - 6)		4	28	59	91
Interactions (Grades 1 - 8)	2	34	36	7	79
Minds on Math (Grades 7 - 8)	5	13	14	4	36
Mathpower (Grades 7 - 8)	3	6	8	22	39
Impact Math (Grades 7 - 8)	5	14	9	4	32
MathQuest (Grades 1 - 6)	1	15	50	19	85
Gage Math Assessment (Grades 3, 6, 7, 8)	32	27	7	1	67
Connections in Math (Grades 4 - 8)	17	27	22	2	68
uddle Questions (Grades 1 - 8)	10	21	44	2	77
Ontario Math Workbook (Grades 1 - 8)	9	19	36	25	89

Circle the answer that best suits your school site. 11-24

1. Are there teacher(s) in your school who provide leadership to other teachers in your school in the area of mathematics instruction and/or assessment?

yes	no	not sure
76	16	1

2. Do the teachers in your school complete and submit long range plans (either by term or year) in the area of mathematics?

yes	no	not sure
59	33	

3. The <u>average</u> daily block of time or period devoted to mathematics in your school in the *<u>primary division</u>* (if you have one) is:

20 - 30 minutes	30 - 40 minutes	40 - 50 minutes	50 - 60 minutes	60 + minutes
2	17	37	24	2

4. The <u>average</u> daily block of time or period devoted to mathematics in your school in the *<u>junior division</u>* (if you have one) is:

20 - 30 minutes	30 - 40 minutes	40 - 50 minutes	50 - 60 minutes	60 + minutes
1	8	50	24	6

5. The <u>average</u> daily block of time or period devoted to mathematics in your school in the *<u>intermediate division</u>* (if you have one) is:

20 - 30 minutes	30 - 40 minutes	40 - 50 minutes	50 - 60 minutes	60 + minutes
	3	21	8	6

6. How often do teachers team plan (either by same grades, divisions etc.) in the area of mathematics?

never	once a term	once a month	twice a month	once a week
14	16	54	18	9

7. Is there a system in place in your school for staff to share mathematics materials (textbooks, manipulatives, calculators etc.)?

yes	no	not sure
82	9	

8. At what stage of implementation of the Ontario Mathematics Curriculum do you believe your school staff (as a whole) is at?

awareness	beginning implementation	partial implementation	full implementation	consolidation
2	6	52	30	3

Any other comments: *(optional)*

The Hamilton-Wentworth District School Board

11-25

Mathematics Teacher (Grade 1 - 8) Survey

Teaching Experience In Years: Totals 0-5 years (222), 6 years and above (690)

I teach in the *Primary* *Junior* *Intermediate* division. *(Circle one)*

I teach in a JK-5 (6) JK-8 (6) 7, 8 school. *(Circle one)*

Awareness/use of the following components of the Peel/Hamilton-Wentworth Numeracy Project:		Unaware		Aware / Not Using		Occasional Use		Frequent Use		Total
		#	%	#	%	#	%	#	%	
Expectations Continuum	0-5 yrs	22	10	56	26	83	38	56	26	217
	6+ yrs	25	4	123	19	228	35	283	43	659
Numeracy Assessment Scales	0-5 yrs	31	14	79	36	86	40	21	10	217
	6+ yrs	49	7	199	30	322	49	84	13	654
Assessment Task Package	0-5 yrs	56	26	92	43	56	26	11	5	215
• *Measurement*	6 + yrs	75	11	261	39	279	42	47	7	662
Assessment Task Package	0-5 yrs	56	26	93	43	58	27	8	4	215
• *Geometry & Spatial Sense*	6+ yrs	73	11	262	40	278	42	50	8	663
Assessment Task Package	0-5 yrs	55	25	98	45	55	25	8	4	216
• *Patterning & Algebra*	6+ yrs	71	11	267	40	267	40	55	8	660
Assessment Task Package	0-5 yrs	58	27	95	44	55	25	8	4	216
• *Data Management & Probability*	6+ yrs	74	11	266	40	269	40	62	9	671
Assessment Task Package	0-5 yrs	58	27	94	44	55	26	8	4	215
• *Number Sense & Numeration*	6+ yrs	72	11	257	39	271	41	58	8	658
Student Anchor Papers	0-5 yrs	71	33	73	34	61	28	10	5	215
	6+ yrs	120	19	252	39	233	36	41	6	646
M.A.P. Units	0-5 yrs	72	39	91	43	45	21	5	2	213
(one each for K to Grade 8)	6+ yrs	124	19	296	46	193	30	32	5	645
Split Grade M.A.P. Units	0-5 yrs	59	40	68	47	18	12	1	1	146
(primary grades only: 1/2, 2/3, 3/4)	6+ yrs	142	34	216	52	46	11	8	2	412

11-26

Awareness/use of the following commercially produced resources:		Unaware		Aware / Not Using		Occasional Use		Frequent Use		Total
		#	%	#	%	#	%	#	%	
Quest 2000 (Grades 1 – 6)	0–5 yrs	9	5	32	17	47	25	101	53	18
	6 + yrs	5	1	110	18	158	26	336	55	609
Interactions (Grades 1 – 8)	0–5 yrs	37	19	91	47	53	28	11	6	192
	6 + yrs	95	18	230	43	177	33	36	7	538
Minds on Math (Grades 7 – 8)	0–5 yrs	59	57	33	32	8	8	4	4	104
	6+ yrs	135	62	52	24	19	9	13	6	219
Mathpower (Grades 7 – 8)	0–5 yrs	26	24	35	33	10	9	36	34	107
	6+ yrs	101	46	58	26	20	9	42	19	221
Impact Math (Grades 7 – 8)	0–5 yrs	55	54	34	34	9	9	3	3	101
	6+ yrs	29	25	58	51	17	15	10	9	114
MathQuest (Grades 1 – 6)	0–5 yrs	5	3	59	33	64	35	53	29	181
	6+ yrs	29	5	166	29	202	36	171	30	568
Gage Math Assessment (Grades 3, 6, 7, 8)	0–5 yrs	89	62	48	33	6	4	1	1	144
	6+ yrs	201	81	8	3	27	11	11	4	247
Connections in Math	0–5 yrs	76	52	49	33	16	11	6	4	147
	6+ yrs	143	41	119	34	71	20	19	5	3
Puddle Questions (Grades 1 – 8)	0–5 yrs	73	37	57	29	52	26	15	8	197
	6+ yrs	149	25	180	31	202	34	57	10	588
Ontario Math Workbook (Grades 1 – 8)	0–5 yrs	56	28	47	23	43	21	55	27	201
	6+ yrs	144	24	128	21	144	24	184	31	600

11-27

Comfort level with the following aspects of mathematics program delivery:		Not Comfortable		Somewhat Comfortable		Comfortable		Completely Comfortable		Total
Teaching:		#	%	#	%	#	%	#	%	
the *Measurement* strand	0–5 yrs	0	0	18	8	107	49	92	42	217
	6+ yrs	4	1	56	8	340	51	272	40	672
the *Geometry & Spatial* Sense strand	0–5 yrs	2	1	19	9	112	51	85	40	218
	6+ yrs	4	1	55	8	336	50	275	41	670
the *Patterning & Algebra* strand	0–5 yrs	2	1	25	11	105	48	86	39	218
	6+ yrs	7	1	85	13	331	49	249	37	672
the *Data Management & Probability* strand	0–5 yrs	3	1	25	11	101	46	89	41	218
	6+ yrs	8	1	91	14	307	46	265	39	671
the *Number Sense & Numeration* strand	0–5 yrs	1	0	10	5	82	38	125	57	218
	6+ yrs	2	1	30	5	331	54	249	41	612
Assessing:										
he Measurement strand	0–5 yrs	0	0	30	14	113	52	74	34	217
	6+ yrs	8	1	81	12	364	54	217	32	670
the *Geometry & Spatial Sense* strand	0–5 yrs	2	1	28	13	120	55	67	31	217
	6+ yrs	8	1	86	13	354	53	222	33	670
the *Patterning & Algebra* strand	0–5 yrs	4	2	31	14	116	53	66	30	217
	6+ yrs	14	2	113	17	342	51	203	30	672
the *Data Management & Probability* strand	0–5 yrs	6	3	27	12	110	51	74	34	217
	6+ yrs	13	2	120	18	340	51	199	30	672
the *Number Sense & Numeration* strand	0–5 yrs	1	0	19	9	100	46	97	45	217
	6+ yrs	4	1	58	9	321	48	288	43	675
Integrating strands in program delivery (e.g., *Measurement and Patterning & Algebra*)	0–5 yrs	4	2	68	32	103	49	36	17	211
	6+ yrs	25	4	170	27	306	48	140	22	641
Integrating math with ther subject areas	0–5 yrs	4	2	79	37	94	44	37	17	214
	6+ yrs	21	3	181	28	303	46	147	23	652

11-28

Assessing – cont'd:										
Using manipulatives in mathematics instruction	0–5 yrs	0	0	29	13	89	41	98	45	216
	6+ yrs	6	1	55	8	278	41	335	50	[illegible]
Using calculators in mathematics instruction	0–5 yrs	0	0	29	15	101	51	68	34	198
	6+ yrs	31	5	118	17	303	44	231	34	683
Using computer applications in mathematics instruction	0–5 yrs	20	9	86	41	71	33	35	17	212
	6+ yrs	74	11	224	34	245	37	119	18	662
Using and assessing Problems which provide opportunities for a Level 4 performance	0–5 yrs	14	6	74	34	91	42	37	17	216
	6+ yrs	59	9	218	33	273	42	106	16	656
Providing students Opportunities to communicate mathematically (e.g., through journals)	0–5 yrs	13	6	88	41	72	33	43	20	216
	6+ yrs	63	10	247	37	243	37	107	16	660
Assessing & evaluating Students using the 4 categories from the Achievement Level Chart on page 9 *(Problem Solving, Understanding of concepts, Application of mathematical procedures, Communication of required knowledge)*	0–5 yrs	12	6	77	37	88	42	33	16	210
	6+ yrs	45	7	185	29	285	45	117	19	632
Assessing & evaluating Students using the 4 levels of achievement	0–5 yrs	6	3	56	26	99	46	53	25	214
	6+ yrs	25	4	154	24	311	48	163	25	653
Reporting to parents on their child's achievement in math	0–5 yrs	2	1	28	13	107	50	78	36	215
	6+ yrs	12	2	77	12	306	48	241	38	636

#12

Committee of the Whole: Open
Monitoring Report: Resource Allocation

The Hamilton-Wentworth District School Board

Memo

Approved for distribution by the Director.
Signature: M. Matier
Date: Feb 7, 2002

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: February 11, 2002

Re: Staff Report – Full Time Equivalent Positions

Monitoring Statement:

The number of full-time equivalent positions in place for the Board as of January 31, 2002 is consistent with the number anticipated.

Rationale:

The attached report identifies the number of full-time equivalent positions by expenditure category as of January 31, 2002.

DG
Attach.

C:\MyFiles\CTW0102\Staff Report Jan02.doc

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2001 ACTUALS					2002 ACTUALS							2001/2002 Approved
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	F.T.E.
Teachers - Elementary	2,020.10	2,026.00	2,026.00	2,026.00	2,026.00								2,025.50
Teachers - Secondary	1,220.02	1,221.68	1,221.68	1,221.68	1,221.68								1,215.57
Teacher Assistants	421.00	426.50	429.00	429.00	429.00								430.00
Professionals & Paraprofessionals	118.30	118.30	118.30	118.30	118.30								118.30
School Administration	403.93	403.93	403.93	403.93	403.93								394.13
Consultants & Special Assign. Tchrs.	28.00	28.00	28.00	28.00	28.00								28.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00								152.00
School Operations	462.00	462.00	462.00	462.00	461.00								459.75
Continuing Education	4.87	4.87	4.87	4.87	4.87								4.87
Transportation	3.25	3.25	3.25	3.25	3.25								3.25
Total Full Time Equiv. Positions	**4,833.47**	**4,846.53**	**4,849.03**	**4,849.03**	**4,848.03**								**4,831.37**
Staff on Loan (recoverable)	16.67	16.67	16.67	16.67	16.67								

Prepared by Human Resources - February 1, 2002

12-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2001 ACTUALS					2002 ACTUALS							2001/2002 Approved
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	F.T.E.
Teachers - Elementary	2,020.10	2,026.00	2,026.00	2,026.00	2,026.00								2,025.50
Teachers - Secondary	1,220.02	1,221.68	1,221.68	1,221.68	1,221.68								1,215.57
Teacher Assistants	421.00	426.50	429.00	429.00	429.00								430.00
Professionals & Paraprofessionals	118.30	118.30	118.30	118.30	118.30								118.30
School Administration	403.93	403.93	403.93	403.93	403.93								394.13
Consultants & Special Assign. Tchrs.	28.00	28.00	28.00	28.00	28.00								28.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00								152.00
School Operations	462.00	462.00	462.00	462.00	461.00								459.75
Continuing Education	4.87	4.87	4.87	4.87	4.87								4.87
Transportation	3.25	3.25	3.25	3.25	3.25								3.25
Total Full Time Equiv. Positions	**4,833.47**	**4,846.53**	**4,849.03**	**4,849.03**	**4,848.03**								**4,831.37**
Staff on Loan (recoverable)	16.67	16.67	16.67	16.67	16.67								

Prepared by Human Resources - February 1, 2002

#13

The Hamilton-Wentworth District School Board

Memorandum

Approved for distribution
by the Director.
Signature: [signature]
Date: Feb 7, 2002

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Finance
Lucy Veerman, Manager of Budget

DATE: February 11, 2002

RE: **2001/2002 Financial Report - December 31, 2001**

Monitoring Statement:

Budget to actual trends that have been identified to date are outlined on page two of the report.

Rationale:

The attached report identifies expenditures, commitments and revenues as of December 31, 2001.

The Hamilton-Wentworth District Scool Board
2001/2002 Financial Reporting

		Budget 2001/2002	Actuals 2001 12 31	% of Budget	Notes
Expenditures					
CLASSROOM					
Classroom Teachers/Library/Guidance	$	193,009,830	76,404,048	39.6%	
Occasional Teachers		4,763,035	2,458,501	51.6%	1
Educational Assistants		12,355,175	4,460,174	36.1%	
Classroom Computers		3,258,526	2,656,701	81.5%	
Textbooks and Supplies		12,522,202	4,557,620	36.4%	
Professionals and Para-Professionals		6,536,844	2,137,128	32.7%	
Staff Development		786,261	310,178	39.4%	
		233,231,873	92,984,350	39.9%	
NON-CLASSROOM					
Co-ordinators and Consultants		2,588,575	1,016,786	39.3%	
Teacher's Preparation Time		21,393,609	8,414,688	39.3%	
Principals & Vice-Principals		16,994,806	6,693,277	39.4%	
Department Heads		608,536	245,747	40.4%	
School Office		8,798,449	3,168,345	36.0%	
Continuing Education		2,654,260	844,583	31.8%	
		53,038,235	20,383,426	38.4%	
BOARD ADMINISTRATION & GOVERNANCE					
Trustees		125,850	24,162	19.2%	
Directors & Supervisory Officers		1,472,015	493,112	33.5%	
Board Administration		9,827,294	3,385,397	34.4%	
		11,425,159	3,902,671	34.2%	
TRANSPORTATION					
Pupil Transportation		10,619,306	4,744,806	44.7%	
PUPIL ACCOMMODATION					
Operations & Maintenance		37,883,165	12,285,193	32.4%	
School Renewal		6,823,796	6,493,458	95.2%	
New Pupil Places		510,000	10,000	2.0%	
Other Capital and Approved Debt		11,148,240	2,211,609	19.8%	
		56,365,201	21,000,260	37.3%	
Total Expenditures	$	364,679,774	143,015,513	39.2%	
Revenues					
Student Focused Funding - Legislative Grants	$	366,004,774	130,698,491	35.7%	2
Miscellaneous Revenue		1,675,000	840,997	50.2%	
Prior Year's Deficit		(3,000,000)	(3,313,332)	110.4%	3
Total Revenues	$	364,679,774	128,226,156	35.2%	

The Hamilton-Wentworth District School Board

2001/2002 Financial Reporting

Notes To Financial Information

December 31, 2001

Note 1

Actual expenditures as of December 31, 2001 represent 51.6 % of the occasional teacher budget. Over the past several years, actual expenditures for occasional teacher usage have exceeded the budget. We will continue to monitor the occasional teacher usage over the next several months.

Note 2

The enrolment summary report for October 31, 2001 reflects a reduction in actual enrolment versus projected enrolment. The decrease in enrolment will result in a reduction in operating grants. Staffing at the secondary schools will be adjusted for second semester to mitigate the impact of the enrolment shortfall.

Note 3

The actual deficit for the year ended 2000/2001 is $3,313,333. The 2001/2002 budget included a projected prior year's deficit of $3,000,000. This difference of $313,333 will be included as part of the 2001/2002 projected year end forecast.

#14

The Hamilton-Wentworth District School Board

Memorandum

Approved for distribution by the Director

Signature: M Matier

Date: Feb 7, 2002

TO: Merv Matier, Director of Education

FROM: Don Grant, Superintendent of Business and Treasurer
Lucy Veerman, Manager of Budget

DATE: February 11, 2002

RE: 2001/2002 Resource Allocation Summary – Update

Monitoring Statement:

The 2001/2002 Resource Allocation Summary has been updated to reflect changes in expenditures, revenues, staffing as at October 31, 2001, and projected staffing as at March 31, 2002.

Rationale:

As indicated in Budget Development Principle # 5, the Board feels a responsibility to provide information on the current allocation of resources to services and programs. Specifically, the purpose of the Resource Allocation Summary is to:

- Establish a baseline for preparation of the upcoming year's budget,
- Identify revenues and spending as categorized by the Ministry of Education,
- Communicate key areas where the Board has varied from the Ministry allocation framework in order to meet local needs,
- Increase understanding of the key concepts of the funding model.

Highlights:

The initial 2001/2002 Resource Allocation Summary was presented to the Business Committee on November 8, 2001. This summary reflected financial information based on the budget as approved by the Board on June 19, 2001. This information has been updated to reflect changes to expenditures, revenues, staffing as at October 31, 2001, and projected staffing as at March 31, 2002. These changes are based on the following:

Actual enrolment as at October 31, 2001

The enrolment summary report was presented to the Business Committee on December 13, 2001. It highlighted the decrease in October 31, 2001 enrolment versus the projected enrolment used in the determination of the Board budget. The overall decrease was 447.90 full time equivalent students (elementary 77.40; secondary 370.50).

Student Focused Funding - Revised Estimates Filed November 30, 2001

Revised Estimates were due and filed with the Ministry on November 30, 2001. They reflect the decrease in enrolment as at October 31, 2001. This has resulted in a reduction in operating grants

from the original budget. The "Net Funding" column in the Resource Allocation Summary has been adjusted to reflect this reduction in funding from the Ministry.

Second Semester Staffing – Secondary

At the Board meeting of December 20, 2001 and the Committee of the Whole meeting of January 21, 2002, information was shared with the Trustees regarding the reduction in lines at secondary schools for second semester. These reductions are in response to the decrease in enrolment versus projection and an attempt to mitigate the financial impact to the Board. The teaching staff summary attached to this report reflects these adjustments.

Current Legislation and Existing Collective Agreements

The attached Resource Allocation Summary reflects changes to legislation and collective agreements that have occurred since the budget was approved. Amendments to both the average class size (increase in the maximum allowable average class size in secondary up to 22) and secondary school teaching assignments legislation were made in July 2001, as part of Bill 80, the Stability and Excellence in Education Act.

Observations

As noted above, the revised Resource Allocation Summary reflects changes to expenditures, revenues, and staffing allocation. The following observations should be noted:

- The overall teaching staff numbers have been reduced by 10.23 full time equivalent positions mainly as a result of the reduction in second semester staffing.

- The legislative requirements for maximum allowable average class size combined with the secondary staffing model have resulted in a reallocation of teaching staff to the Foundation program from the other classroom programs. In addition, credit granting English as a Second Language and Learning Resource Teachers have been reallocated to the Foundation program.

- The Net Funding column included in the summary has been adjusted downwards to reflect the reduction in operating grants.

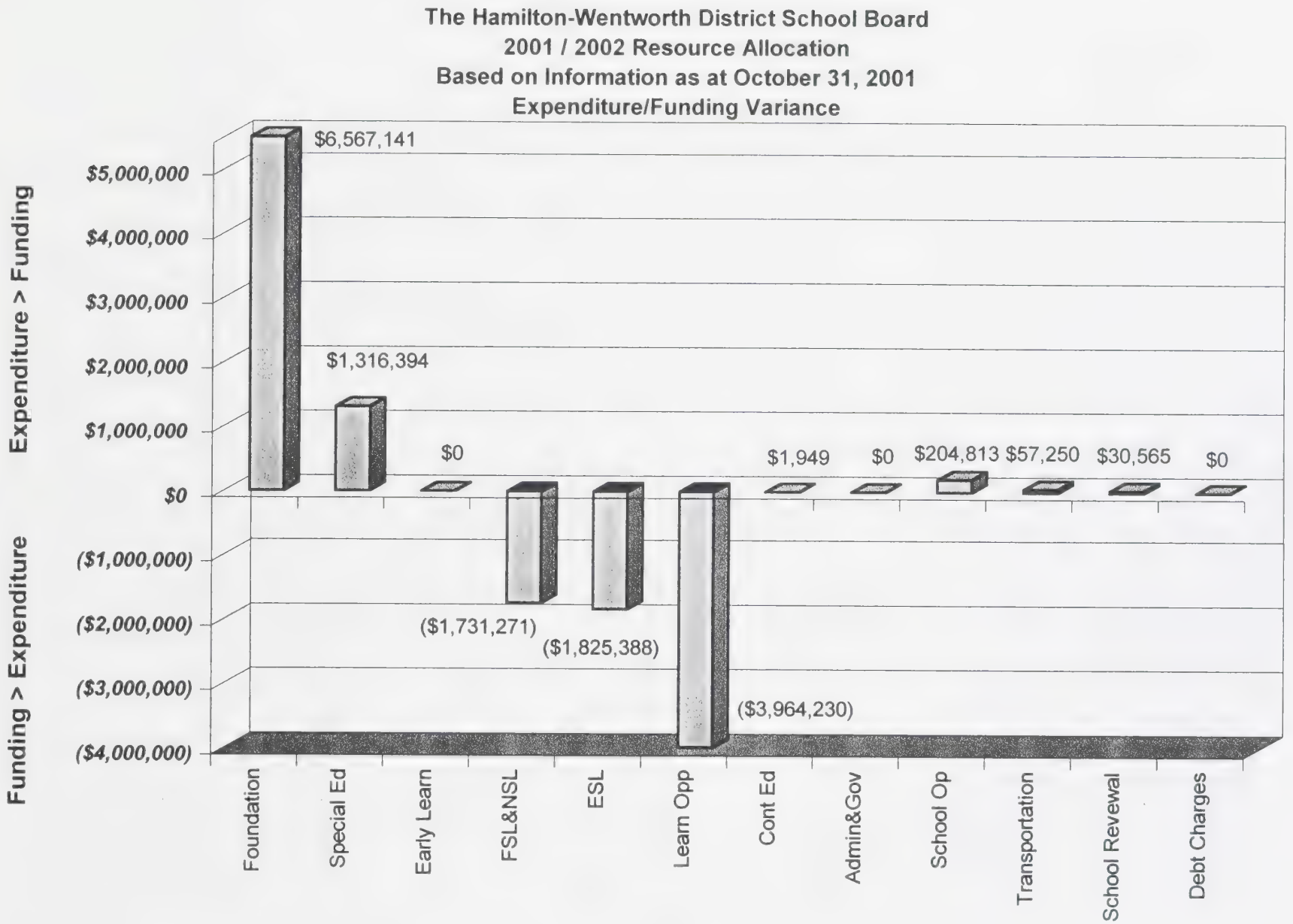
- The summary reports a deficit of $657,222. This represents the net impact of the reduction in Ministry funding and the staffing changes as noted above. At this time, a comprehensive forecast for 2001/2002 has not been completed, therefore this deficit should not be viewed as final. We will continue to provide updates to the surplus/deficit position as part of the monthly Financial Status Report presented to Board.

- The variances included in the report illustrate the differences in Ministry funding versus expenditures incurred by the Board for these programs. The largest variance occurs in the Foundation program. This is resulting from the legislative requirements to meet maximum average class size and the shortfall in the "average" salary and benefit costs funded by the Ministry through the Foundation grant. These two factors are requiring us to reallocate staff from other programs to the Foundation program. Discussions we have had with other Boards in the province would indicate that we are not unique in this area. More and more, boards have no choice but to reduce staff in non-foundation programs in order to meet financial and legislative requirements.

The Hamilton-Wentworth District School Board

2001/2002 Resource Allocation
Based on Information as at October 31, 2001
Resources By Board Program

	Staffing FTE	Expenditures $	Net Funding $	2001/02 Oct 31 Variance Exp > Rev (Exp < Rev) $	2001/02 Budget Variance Exp > Rev (Exp < Rev) $	2000/2001 Oct 31 Variance Exp > Rev (Exp < Rev) $
EDUCATIONAL PROGRAMS						
(Classroom and Non-classroom)						
Foundation	3,277.92	233,379,902	226,812,761	**6,567,141**	4,410,426	1,203,952
Special Education	770.11	37,326,439	36,010,045	**1,316,394**	2,051,846	3,958,056
Early Learning	0.00	0	0	**0**	-	(116,355)
French and Native as a Second Language	36.74	3,642,798	5,374,069	**(1,731,271)**	(1,345,071)	(2,019,220)
English as a Second Language	41.30	2,900,691	4,726,079	**(1,825,388)**	(1,600,337)	(166,914)
Learning Opportunities	77.19	4,715,613	8,679,843	**(3,964,230)**	(3,516,863)	(2,121,103)
Continuing Education	4.87	2,654,260	2,652,311	**1,949**	-	-
	4,208.14	**284,619,703**	**284,255,108**	**364,595**	-	**738,416**
SUPPORT PROGRAMS						
(Non-classroom)						
Administration & Governance	152.00	11,370,212	11,370,212	**(0)**	-	-
School Operations	459.75	37,883,165	37,678,352	**204,813**	-	(678,861)
Transportation	3.25	10,619,306	10,562,056	**57,250**	-	(156,582)
	615.00	**59,872,683**	**59,610,621**	**262,062**	-	**(835,443)**
NON-OPERATING						
School Renewal	0.00	6,823,796	6,793,231	**30,565**	-	97,027
New Pupil Places	0.00	826,052	826,052	**0**	-	-
Debt Charges	0.00	6,596,056	6,596,056	**0**	-	-
	0.00	**14,245,904**	**14,215,339**	**30,565**	-	**97,027**
Total	**4,823.14**	**358,738,290**	**358,081,068**	**657,222**	-	-


The Hamilton-Wentworth District School Board
2001 / 2002 Resource Allocation
Based on Information as at October 31, 2001
Expenditure/Funding Variance
Funding > Expenditure
Expenditure > Funding
$5,000,000
$4,000,000
$3,000,000
$2,000,000
$1,000,000
$0
($1,000,000)
($2,000,000)
($3,000,000)
($4,000,000)
$6,567,141
$1,316,394
$0
($1,731,271)
($1,825,388)
($3,964,230)
$1,949
$0
$204,813
$57,250
$30,565
$0
Foundation
Special Ed
Early Learn
FSL&NSL
ESL
Learn Opp
Cont Ed
Admin&Gov
School Op
Transportation
School Revewal
Debt Charges

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The Hamilton-Wentworth District School Board

2001/2002 Resource Allocation - October 31, 2001

Expenditure Category	Foundation Grant		Special Ed Grant		Early Learning Grant		FSL&NSL Grant		ESL Grant		Learn. Opp. Grant		Continuing Education		Total Resource Alloc.	
	FTE	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE	$
CLASSROOM:																
Classroom Teachers *	2,426.11	159,549,052	298.40	19,607,633	0.00	0.00	33.74	2,204,205	39.50	2,589,620	26.04	1,705,523	0.00	0	2,823.79	185,656,033
Supply Teachers	0.00	4,111,049	0.00	483,026	0.00	0.00	0.00	57,732	0.00	62,812	0.00	48,416	0.00	0		4,763,035
Educational Assistants	0.00	-	400.00	11,456,747	0.00	0.00	0.00	0	0.00	0	30.00	858,779	0.00	0	430.00	12,315,526
Classroom Computers	0.00	2,638,604	0.00	213,702	0.00	0.00	0.00	406,220	0.00	0	0.00	0	0.00	0		3,258,526
Textbooks & Class Supplies	0.00	10,905,276	0.00	656,040	0.00	0.00	0.00	599,594	0.00	83,400	0.00	515,833	0.00	0		12,760,143
Professionals & Para-Profess.	71.30	3,465,811	46.00	2,915,788	0.00	0.00	0.00	0	0.00	0	1.00	50,245	0.00	0	118.30	6,431,844
Library & Guidance*	82.27	5,450,187	0.00	0	0.00	0.00	0.00	0	0.00	0	3.00	195,994	0.00	0	85.27	5,646,181
Staff Development	0.00	632,343	0.00	0	0.00	0.00	0.00	153,918	0.00	0	0.00	0	0.00	0		786,261
	2,579.69	186,752,323	744.40	35,332,936	0.0	0	33.74	3,421,669	39.50	2,735,832	60.0	3,374,790	0.00	0	3,457.36	231,617,549
NON-CLASSROOM:																
Preparation Time *	308.16	20,348,700	13.72	908,513	0.00	0.00	0.00	0	0.00	0	1.90	127,948	0.00	0	323.78	21,385,161
School Administration	374.07	24,853,955	2.00	126,750	0.00	0.00	2.00	132,512	0.80	75,700	15.25	1,212,875	0.00	0	394.13	26,401,791
Teacher Consultants	16.00	1,424,924	10.00	958,241	0.00	0.00	1.00	88,618	1.00	89,159	0.00	0	0.00	0	28.00	2,560,942
Continuing Education	0.00	-	0.00	0	0.00	0.00	0.00	0	0.00	0	0.00	0	4.87	2,654,260	4.87	2,654,260
	698.24	46,627,579	25.72	1,993,504	0.00	0	3.00	221,129	1.80	164,859	17.15	1,340,823	4.87	2,654,260	750.78	53,002,154
Total Expenditures	**3,277.92**	**233,379,902**	**770.11**	**37,326,439**	**0.00**	**0**	**36.74**	**3,642,798**	**41.30**	**2,900,691**	**77.19**	**4,715,613**	**4.87**	**2,654,260**	**4,208.14**	**284,619,703**
Net Funding		**226,812,761**		**36,010,045**		**0**		**5,374,069**		**4,726,079**		**8,679,843**		**2,652,311**		**284,255,108**
Variance:																
Exp > Rev ;(Exp < Rev)		**6,567,141**		**1,316,394**		**0**		**(1,731,271)**		**(1,825,388)**		**(3,964,230)**		**1,949**		**364,595**

* Based on actual staffing at October 31, 2001 and projected staffing at March 31, 2002.

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The Hamilton-Wentworth District School Board

2001/2002 Resource Allocation Summary - Based on Information as at October 31, 2001
Assumptions

The expenditures and revenues included in the Resource Allocation Summary are based on information included as part of the 2001/2002 Budget, updated for staffing as at October 31, 2001 and projected staffing at March 31, 2002.

Classroom Teachers, Library & Guidance and Preparation Time

Information is based on actual staff at October 31, 2001 and projected staff at March 31, 2002.

Elementary

The Foundation Grant reflects the number of core french teachers required to provide a portion of classroom teacher preparation time. French immersion teachers are supported by the Foundation Grant.

As part of the funding model, the Ministry allocates a portion of the Special Education special class teachers to the Foundation Grant. This allocation is calculated based on total special class enrolment at a 24.5:1 ratio. The incremental costs relating to these special classes are included in the Special Education Grant.

The number of teachers included in the Learning Opportunities Grant is based on the budgeted staffing allocations.

Preparation time has been calculated based on 150 minutes per week.

Secondary

As part of the funding model, the Ministry allocates a portion of the Special Education special class teachers to the Foundation Grant. This allocation is calculated based on total special class enrolment at a 22:1 ratio. The incremental costs relating to these special classes are included in the Special Education Grant.

French Immersion teachers are supported by the Foundation Grant.

Preparation time has been calculated based on 200 minutes per week.

Occasional Teachers

Occasional teachers are allocated to the grants based on the same percentage as classroom teachers.

The Hamilton-Wentworth District School Board

2001/2002 Resource Allocation Summary - Based on Information as at October 31, 2001
Assumptions

Educational Assistants

The Resource Allocation has been prepared based on actual staff at October 31, 2001.

The Learning Opportunities Program includes 30.0 educational assistants (8.0 Writing To Read). The remaining positions are included in the Special Education Program.

Professionals and Para-Professionals

The positions of social workers, psychologists, speech and language pathologists have been allocated 80% to Special Education and 20% to the Foundation Grant.

Other positions readily identifiable by grant category, have been allocated accordingly. The remaining positions have been allocated to the Foundation Grant.

Classroom Computers

The budget has been allocated to the various grants based on the Ministry Revenue Allocation Framework.

Staff Development

The budget has been allocated to the various grants based on the Ministry Revenue Allocation Framework.

Textbooks and Classroom Supplies

The school budgets are based on the actual allocation to grants as identified in the budget book. Other budgets readily identifiable by grant category, have been allocated accordingly. The remaining budgets have been allocated based on the Ministry Revenue Allocation Framework.

Consultants

Consultants have been allocated to the various grants based on their portfolio.

The Hamilton-Wentworth District School Board

2001/2002 Resource Allocation Summary - Based on Information as at October 31, 2001
Assumptions

Principals and Vice-Principals

These positions have been allocated to the grants based on the Ministry Revenue Allocation Framework.

School Secretaries

These positions have been allocated to the grants based on the Ministry Revenue Allocation Framework.

Continuing Education

Continuing Education reflects the 2001/2002 Budget and updated based on information as at October 31, 2001.

Board Administration and Governance

Board Administration and Governance reflects the 2001/2002 Budget and updated based on information as at October 31, 2001.

Transportation

Expenditures reflect the 2001/2002 Budget.

Pupil Accommodation

Pupil Accommodation reflects the 2001/2002 Budget.

2000/2001 Deficit

The 2000/2001 deficit has been allocated across all expenditure categories per Ministry direction.

The Hamilton-Wentworth District School Board
Teacher Staffing
2001/2002 Resource Allocation Model - Based on Staffing at Oct 31, 2001 and Projected March 31, 2002 Staffing

	Elementary F.T.E.	Secondary F.T.E.	Total F.T.E.
Foundation Program:			
Classroom	1,522.13	975.09	2,497.22
Credit Granting ESL Teachers	-	10.00	10.00
Credit Granting Learning Resource Teachers	-	5.63	5.63
French as Second Language Teachers	87.09	-	87.09
Library/ Guidance Teachers	46.30	62.46	108.76
Special Class - Special Education Teachers	47.56	9.21	56.77
Alternative Education	-	10.00	
Vocational Teachers	-	39.74	39.74
ACES Teachers	1.35	-	1.35
Total Allocation - Foundation Program	**1,704.43**	**1,112.13**	**2,806.56**
Learning Opportunities Program:			
Staffing Allocation	18.69	2.00	20.69
ACES Teacher Allocation From Foundation Program	2.15	-	2.15
Library Allocation	3.00	-	3.00
Vocational Teachers Allocated From Foundation Prog.	-	5.09	5.09
Total Allocation - Learning Opp. Program	**23.84**	**7.09**	**30.93**
English As a Second Language Program	**32.00**	**7.50**	**39.50**
French As a Second Language Program:			
FSL teachers net of allocation to Foundation Prog.	**33.74**	**-**	**33.74**
Special Education Program:			
Care and Treatment Facilities - Section 19	9.00	33.00	42.00
Learning Resource Teachers	153.27	32.71	185.98
Vision	1.50	0.50	
Itinerant Special Education Teachers	7.00	-	7.00
Amity	-	1.00	1.00
Champs	1.00	-	1.00
Special Class Teachers not covered by Foundation Prog.	60.22	12.91	73.13
	222.99	47.12	268.11
Total Allocation - Special Education Prog.	**231.99**	**80.12**	**310.11**
Total Teaching Staff	**2,026.00**	**1,206.84**	**3,220.84**

Budget Dept.

I:ddawson/resourceallocation/teacherstaffing

URBAN MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING –February 25, 2002

6:30 p.m. **A G E N D A** **6:30 p.m.**

URBAN MUNICIPAL

FEB 2 6 2002

GOVERNMENT DOCUMENTS

1. Call to Order — J. Bishop
2. Opening Reading/Prayer/O'Canada
3. Public Question Period
4. Approval of Minutes – January 23 and 28, 2002
5. Business Arising from Minutes
6. Approval of Agenda

PRESENTATIONS:

7. G. Bean, Westdale Secondary School, re Hamilton Food Share

ACTION ITEMS:

8. Report of the Committee of the Whole — R. Woodworth
   (a) Dated February 11, 2002
9. Report of the Special Education Advisory Committee — B. Pupols
10. Report of the Joint Advisory Committee — M. Matier
11. Establishment of the Board's Negotiating Process — J. Bishop
12. Expulsion Hearing Committees — M. Matier
13. School Trips — M. Matier
14. Student Trustee Report — G. Hillgren
15. Chairs' Reports — J. Bishop/R. Woodworth
16. Director's Report — M. Matier
17. O.P.S.B.A. Report
18. Notice of Motion

CORRESPONDENCE:

19. Resolution – Thames Valley DSB re Report from Student Trustees' Association re funding issues
20. Resolution – Greater Essex County DSB re special education funding
21. Appointments to the Special Education Advisory Committee: (see motions at bottom of each letter)
    (a) Down Syndrome Association of Hamilton
    (b) The Children's Aid Society
22. B. Howell, Chair, Dundana School Council re Dundana School – Potential Closure (administration)
23. Students at Ancaster High re office staff (administration)
24. D. Katz re Bell-Stone School allotment of secretarial time (administration)
25. L. Carey, Associate Cluster of Schools for The Flamborough Division, re French Immersion Program in Waterdown (administration)
26. D. Christopherson re copy of letter to Minister of Education re funding for public schools (information)

DISTRIBUTION

27. Public Questions of Clarification

Future Meetings:

Committee of the Whole	Monday, March 4, 2002	6:30 p.m.
Committee of the Whole	Monday, March 18, 2002	6:30 p.m.
Board	Monday, March 25, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, March 27, 2002	7:00 p.m.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Open Session of the Special Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Office, 100 Main Street West, Hamilton, Ontario, on January 23, 2002.

Those present:
Judith Bishop, Chair
Reg Woodworth, Vice-Chair
Robert Barlow
Wes Hicks
Wayne Marston
Ray Mulholland
Lillian Orban
Laura Peddle
Ian Thompson

Regrets:
Eleanor Johnstone
Bruce Wallace

Official present:
Don Grant, Superintendent of Business and Treasurer and Secretary Pro Tem

The Chair called the meeting to order at 7:10 p.m.

2. Adoption of the In-camera Session

RESOLUTION #02-21: It was moved by R. Woodworth, seconded by W. Marston: That the Report of the In-camera Session of the Special Meeting of the Board dated January 23, 2002 be adopted.

C.-1
It was moved by R. Mulholland, seconded by W. Marston: That D. Grant be appointed Secretary Pro Tem.

C.-2
(a) Motion as adopted.
(b) Motion as adopted.
CARRIED.

The meeting then adjourned at 7:15 p.m.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 28, 2002.

Those present:
Judith Bishop, Chair
Robert Barlow
Wes Hicks
Eleanor Johnstone
Wayne Marston
Ray Mulholland
Lillian Orban
Laura Peddle
Ian Thompson
Bruce Wallace
Reg Woodworth, Vice-Chair
Graham Hillgren, Student Trustee

In attendance:
Merv Matier, Director of Education and Secretary
Ken Bain, Superintendent of Education
Elizabeth Bond, Superintendent of Education
Marguerite Botting, Superintendent of Instructional Services
Nora Campbell, Superintendent of Education
Krys Croxall, Superintendent of Education
Tony Cupido, Superintendent of Plant Services
Don Grant, Superintendent of Finance and Treasurer
Wayne Joudrie, Superintendent of Education
Chuck Reid, Superintendent of Education
Jim Wibberley, Superintendent of Education

The Chair called the meeting to order to 6:30 p.m. and read a prayer from Sir Francis Drake.

2. Public Question Period

Nil.

3. Approval of Minutes

RESOLUTION #02-22: It was moved by R. Woodworth, B. Wallace: That the minutes of the December 20, 2001 and January 21, 2002 meetings be approved as distributed.
CARRIED UNANIMOUSLY.

4. Business Arising from the Minutes

Nil.

5. Approval of Agenda

Correspondence
- Waterloo District School Board re tax credit
- Peel District School Board re new funding for student transportation

RESOLUTION #02-23: It was moved by W. Hicks, seconded by R. Woodworth: That the agenda be approved as amended.
CARRIED UNANIMOUSLY.

6. Reports of the Committee of the Whole

RESOLUTION #02-24: It was moved by B. Wallace, seconded by W. Marston: That the Report of the Committee of the Whole dated January 14, 2002 be adopted as follows:

Program

1. Early Dismissal Days to Support Literacy In-Service

It was moved by L. Peddle, seconded by J. Bishop: That The Hamilton-Wentworth District School Board conduct two literacy in-service sessions for all teachers on a shared-time basis between February and June 2002 and that students be dismissed from school one and one-half hours earlier than the regular dismissal time on the two days designated for this purpose.

2. Grade 7 Summer School Pilot

It was moved by B. Wallace, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board receive the report of the Grade 7 Summer School Pilot and support the expansion of the program in the summer of 2002 within available resources.

Human Resources

3. Executive Council Structure

It was moved by L. Peddle, seconded by B. Wallace: That the posting for Controller of Plant Services be approved.

Governance

4. Volunteers in the System

It was moved by B. Wallace, seconded by E. Johnstone: That a letter be sent to Iris Berryman, former editor of The Apple Newspaper, commending the work she has done on a volunteer basis for The Apple Newspaper over the years.

5. Board response to statement by T. Clement re consideration of funding formula

It was moved by B. Wallace, seconded by E. Johnstone: That the Chair send an email with addresses of the Provincial Conservation leadership candidates to Board staff.

Accommodation

6. New Templemead Catchment Area

(a) It was moved by W. Hicks, seconded by B. Wallace: That the New Templemead School Catchment Area report be referred back to the Catchment Redefinition Committee.

(b) It was moved by L. Peddle, seconded by R. Barlow: That the Board blend Steps 1 and 2 of the Action Plan for the Templemead Area as follows:

February-March 2002: Engage approval of new Templemead catchment area; engage and complete process to identify school(s) for potential closure.

MONITORING ITEMS

The following reports were presented:

Program

7. 2001 Average Class Size Report – Elementary

The Hamilton-Wentworth District School Board is in compliance with Ministry elementary average class size requirements in 2001/2002.

Human Resources

8. Staffing Report – Full-Time Equivalent Positions

The number of full-time equivalent positions by expenditure category as of December 31, 2001.

Resource Allocation

9 . 2000/2001 Financial Statements and Surplus (Deficit) Schedule

The audit of the 2000/2001 Financial Statements is complete and has resulted in an unqualified Auditors Report. In addition, it is noted that The Hamilton-Wentworth District School Board is in compliance with the Ministry's regulation regarding the enveloping of expenditures. The 2000/2001 Surplus (Deficit) Schedule is also attached.

10. 2001/2002 Financial Report – November 30, 2001

Budget to actual trends that have been identified to date are outlined on page two of the report.

Noting he had voted against the recommendation at the Committee meeting, R. Woodworth asked that Clause 1. be voted on separately. His concern was that parents, who would be most impacted by the early dismissals, had not been consulted.

L. Orban asked if the early dismissal days were a one-time occurrence or would this become a guiding factor in the future to replace the professional days that have been lost.

M. Matier responded that this particular recommendation is specific to two 90-minute early dismissals for this school year. This type of action could become part of the discussions when the calendars are determined for the coming school year and be incorporated into the approved calendar. Noting that the days were not identified, the communication to parents will be crucial in detailing the reasons for the early dismissals and providing sufficient lead-in time for those days.

To Clause 1. CARRIED. 7 in favour, 3 opposed and 1 abstention.

To the rest of the Report, CARRIED UNANIMOUSLY.

RESOLUTION #02-25: It was moved by W. Hicks, seconded by L. Orban: That the Report of the Committee of the Whole dated January 21, 2002 be adopted as follows:

Program

1. Marks of the Two Secondary Cohorts

It was moved by J. Bishop, seconded by R. Woodworth: That The Hamilton-Wentworth District School Board send a letter to the Minister of Education with a copy to the Minister of Colleges and Universities, requesting clarification and direction from the Ministry regarding their plans to optimize equity of opportunity for acceptance of OSIS and OSS students, who are part of the double cohort, into post secondary institutions.

2. School to Work Report

It was moved by R. Woodworth, seconded by W. Marston: That the Vision, Goals and Action Plan in the School to-Work Report be approved.

3. Resolution from Trillium Lakelands District School Board re Teacher Librarians

It was moved by R. Woodworth, seconded by J. Bishop: That the Board send a letter to the Ministry of Education supporting the resolution from Trillium Lakelands District School Board re Teacher Librarians.

4. Resolution from Halton District School Board re Standards for Students with Exceptionalities

It was moved by J. Bishop, seconded by I. Thompson: That the Board send a letter to the Ministry of Education supporting the resolution from the Halton District School Board re Standards for Students with Exceptionalities.

Human Resources

5. Occupational Health and Safety Policy

It was moved by R. Woodworth , seconded by J. Bishop: That the Occupational Health and Safety Policy be referred to the Joint Advisory Committee.

Relationships

6. Update – Equity Policy

It was moved by J. Bishop, seconded by R. Woodworth: That the Board agree to the "Draft Equity Policy" development plan presented in **Future Actions** of this report.

7. Verbal Update re Eastern Basketball Championship

It was moved by W. Hicks, seconded by W. Marston: That the verbal update re Eastern Basketball Championship be received for information.

Accommodation

8. Catchment Redefinition – New Process

It was moved by R. Woodworth, seconded by W. Marston: That the Board approve the revised timetable and process for catchment redefinition.

MONITORING ITEMS

The following report was presented:

Program

9. Average Class Sizes in Grades 9 and 10

It was moved by I. Thompson, seconded by R. Woodworth: That the Average Class Sizes in Grades 9 and 10 Report be received for information.

CARRIED UNANIMOUSLY.

7. Executive Council Structure

Referencing Rule 29 under the Board's Rules for Meetings of the Board, J. Bishop asked the members to consider this report this evening rather than taking it through the Committee of the Whole.

RESOLUTION #02-26: It was moved by E. Johnstone, seconded by B. Wallace: That the Report on Executive Council Structure be considered this evening.
CARRIED. 10 in favour, 1 opposed.

RESOLUTION #02-27: It was moved by B. Wallace, seconded by L. Peddle: That the Report on Executive Council Structure be approved as presented.

L. Orban questioned the change in title from Superintendent to Controller, Plant Services.

M. Matier pointed out a Superintendent designation requires supervisory officer qualifications which could restrict the applications the Board could consider. The term Controller widens the opportunity for qualified people outside school boards to make application. He emphasized that the status of the position will remain at the superintendent level and the person will operate as a member of Executive Council, be on contract and be compensated at the superintendent salary level.

L. Orban suggested there should be consistency in terms of position titles among the non-academic staff at the Executive Council level.

R. Barlow stated he could not support the change in the Superintendents of Education responsibilities to Associate School Clusters and JK-12 responsibilities.

B. Wallace spoke in support of both the new grouping and in the title change for plant services.

M. Matier responded to a question that Executive Council believed it was time to establish the school clusters with 2 or 3 secondary schools in each cluster along with the elementary schools. He confirmed that the superintendents will carry portfolios as in the past with those details coming to the trustees at a later time.

To the motion, CARRIED. 7 in favour, 3 opposed and 1 abstention.

8. School Trips

RESOLUTION #02-28: It was moved by I. Thompson, seconded by E. Johnstone: That the following trip requests be approved:

a) **Burkholder Elementary School, Grades 6-8, Outdoor Education trip to Algonquin Park, Huntsville, ON on June 4-7, 2002, inclusive.**
b) **Highland Secondary School, Grades 11-OAC, Arts/Geography trip to Montreal, Halifax and Quebec on March 11-16, 2002,inclusive.**
c) **Parkside High School, Grades 11-OAC, Music trip to the East Coast, Canada on April 19-27, 2002, inclusive.**
d) **Waterdown District High School, Grades 10-OAC, Sports trip to Erie, Pennsylvania, U.S.A. on August 30, 2002.**
e) **Waterdown District High School, Grades 10-OAC, Sports trip to Coyahoga Falls, Ohio, U.S.A. on September 6, 2002.**
f) **Waterdown District High School, Grades 10-OAC, Sports trip to Canton, Ohio, U.S.A. on September 12-14, 2002, inclusive.**
g) **Westmount Secondary School, Grades 9-OAC, Music trip to Nova Scotia on May 5-12, 2002, inclusive.**

M. Matier indicated that the ban on travel outside Canada has been lifted for the up-coming school year (2002-2003) and the trips listed in the recommendation require approval so the schools can proceed to plan for the trips.

I. Thompson spoke in opposition to the recommendation noting that until the portion of the School Trip policy comes back to the Board in June dealing with his recommendations for procedures for trips outside Canada.

E. Johnstone, while noting she had some hesitation , stated she would support the motion but questioned the cost of the trips to the United States in view of the low dollar value.

R. Barlow supported the recommendation believing that staff has thought through the implications and difficulties.

To the motion, CARRIED. 10 in favour, 1 opposed.

9. Student Trustee Report

G. Hillgren noted there was nothing to report due to the recent Christmas holidays and exams.

10. Chairs' Reports

Recognizing that this evening was the last Board meeting for E. Bond, Superintendent of Education, E. Johnstone thanked her for her fairness and willingness to work through concerns and extended sincere best wishes to her in new responsibilities as Superintendent at a school board in Michigan.

Recognizing that this evening was the last Board meeting for T. Cupido, Superintendent of Plant services, R. Mulholland also thanked him for his leadership and concern for staff and extended sincere best wishes to him in new responsibilities at McMaster University.

Trustees outlined many examples of the good things that have been happening in the system,
L. Orban - Lincoln Alexander School's celebration of their namesake's birthday;
R. Barlow - the first career day at Green Acres School; the I Promise program on safe driving presented to 500-600 students at Orchard Park Secondary School
R. Mulholland – congratulated Hillcrest School for organizing an exceptional trip for 4 students to the North West Territories
I. Thompson – Parkside High School raised funds for the less fortunate and collected 300 pounds of books to be donated to Africa

J. Bishop referenced the many strong community partnerships the schools have, i.e. the Public Health Department's support in the recent hepatitis outbreak in one of our schools; the display from Sherwood Heights and A. M. Cunningham of 100 stories in Jackson Square for literacy day; she thanked the staff, volunteers and parents who provide breakfast and snack programs in our schools.

11. Director's Report

M. Matier highlighted the careers of Superintendents E. Bond and T. Cupido and thanked them for their work and commitment to education and for the way in which they have made such a strong contribution to this Board.

12. O.P.S.B.A. Report

R. Woodworth assumed the Chair.
J. Bishop reported on the OPSBA conference this past weekend, noting it was a most worthwhile event. OPSBA has developed a document illustrating the funding cuts to boards of education over recent years which illustrates how and confirms that boards are hurting from the funding formula. She noted that this Board's situation mirrors what is happening at the Ottawa board in terms of funding and the relationship with the coterminous board, adding that she believes we are in a more desperate situation than they are. A news conference releasing these facts and figures is scheduled for later in the week.

R. Woodworth indicated there has not been a Directors' meeting.

J. Bishop assumed the Chair.

13. Notices of Motion

Nil.

14. CORRESPONDENCE

RESOLUTION #02-29: It was moved by R. Woodworth, seconded by E. Johnstone: That Janet Jones be appointed to the alternate representative of the Hamilton Community Care Access Centre to the Special Education Advisory Committee. CARRIED.

RESOLUTION #02-30: It was moved by L. Orban, seconded by W. Marston: That the Director and Chair send letters of support for the following correspondence:
•Peel District School Board re new funding for student transportation
•Waterloo Region District School Board re conditions to the tax credit
CARRIED.

15. Distribution
Nil.

16. Public Questions for clarification
Nil.

The meeting recessed at 7:25 for an in-camera session and reconvened at 7:35 p.m.

17. In-camera Session Report

RESOLUTION #02-31: It was moved by R. Woodworth, seconded by W. Hicks: That the Report of the Board in-camera sessions be adopted as follows:

C.-1 Reports of the Incamera Sessions, Committee of the Whole

(a) It was moved by R. Mulholland, seconded by W. Marston: That the Report of the In-camera Meeting of the Committee of the Whole dated January 14, 2002 be adopted:
Motion as adopted.

(b) It was moved by L. Orban, seconded by W. Marston: That the Report of the In-camera Meeting of the Committee of the Whole dated January 21, 2002 be adopted:
Motion as adopted.

C.-2 Correspondence
Motion as adopted.

CARRIED.

The meeting then adjourned at 7:40 p.m.

A C T I O N I T E M S

REGULAR BOARD
February 25, 2002

#8(a)

REPORT OF THE COMMITTEE OF THE WHOLE
FEBRUARY 11, 2002

Moved by _____, seconded by _____: That the Report of the Meeting of the Committee of the Whole dated February 11, 2002 be adopted.

I ACTION ITEMS

Program

1. French Immersion Review Report

It was moved by L. Peddle, seconded by W. Marston: That The Hamilton-Wentworth District School Board receive the report of the French Immersion Review and direct staff to continue to develop improvement strategies in keeping with the timelines outlined in the report. Specific recommendations around implementation, including both equity and costing impacts, will be brought back to the Committee of the Whole for approval.

2. Alternative Education Review Committee Report

It was moved by L. Orban, seconded by J. Bishop: That the report of the Alternative Education Review Committee be endorsed and referred to administration.

Governance

3. Selection Process for Filling Vacancies on Executive Council

It was moved by B. Wallace, seconded by R. Barlow to refer the Selection Process for Filling Vacancies on Executive Council to the Chair and Vice-Chair of the Board to survey trustees regarding any changes to the process.

4. Delta Evening of Music – Alcoholic Beverages on School Premises Request

It was moved by L. Orban, seconded by B. Wallace: That the request to have alcoholic beverages on the school premises at Delta Secondary School during the evening of Friday, February 22, 2002 be approved.

II MONITORING ITEMS

The following reports were presented:

Program

5. Mathematics Survey Report

Analysis of The Hamilton-Wentworth Mathematics Survey results has identified general trends and patterns requiring system and school level response as outlined in the recommendations contained in the Report.

Human Resources

6. Staff Report – Full Time Equivalent Positions

The number of full-time equivalent positions in place for the Board as of January 31, 2002 is consistent with the number anticipated.

Resource Allocation

7. 2001/2002 Financial Report – December 31, 2001

Budget to actual trends that have been identified to date are outlined on page two for he report.

8. 2001/2002 Resource Allocation Summary – Update

The 2001/2002 Resource allocation Summary has been updated to reflect changes in expenditures, revenues, staffing as at October 31, 2001, and projected staffing as at March 31, 2002.

#9

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
JANUARY 30, 2002

Moved by _____, seconded by _____: That the Report of the Special Education Advisory Committee dated January 30, 2002 be approved.

1. Correspondence from Sean Logan Centre for Tourette Syndrome re Representation on SEAC

It was moved by J. Bishop: That Sean Logan Centre for Tourette Syndrome be an Additional Member of SEAC and Dr. Dan Marshall be appointed as the Centre's representative to SEAC.

#10

REPORT OF THE JOINT ADVISORY COMMITTEE
FEBRUARY 12, 2002

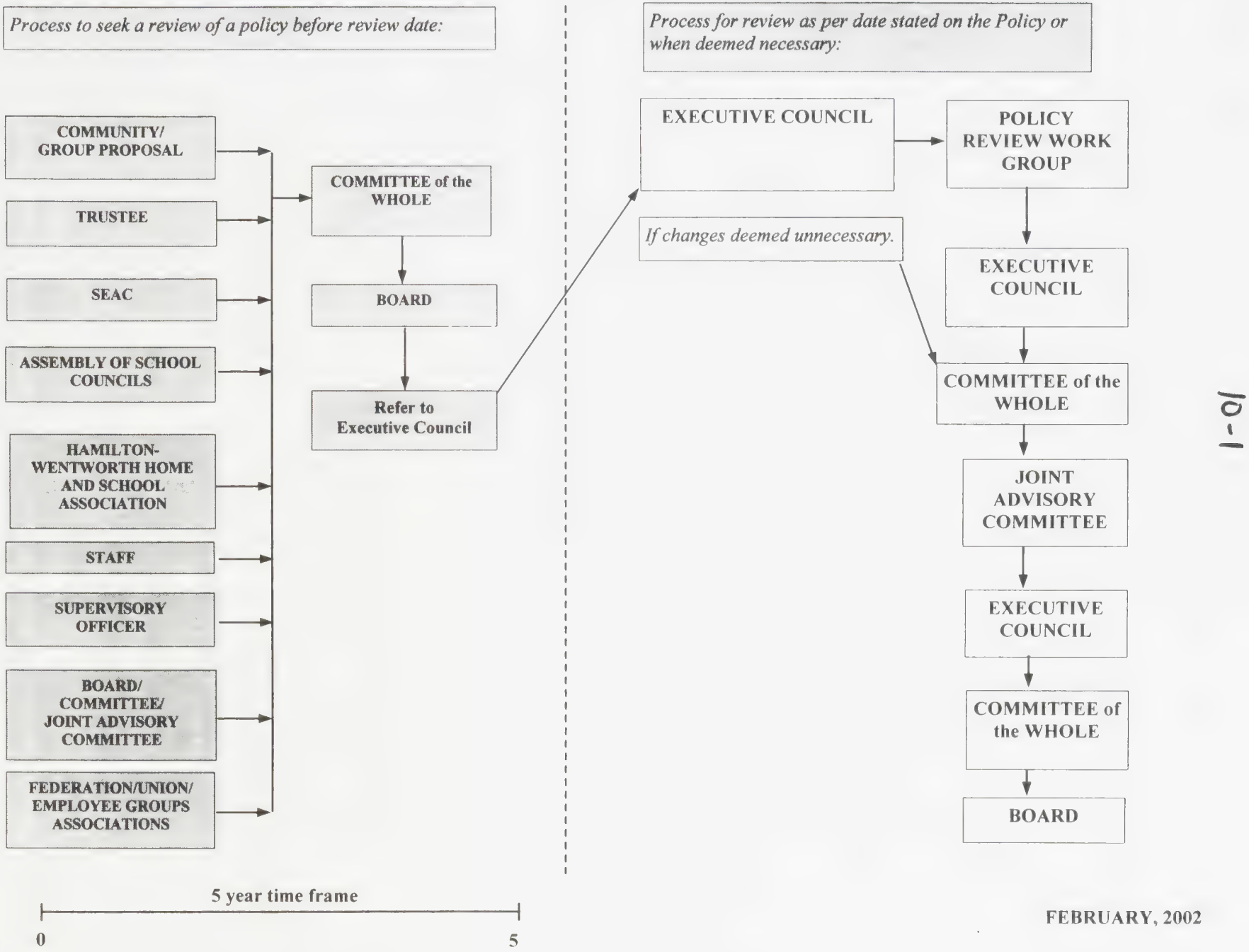
RECOMMENDED ACTION

It is moved by _____, seconded by _____ that the Report of the Joint Advisory Committee dated February 12. 2002 be approved.

1. Review of Policies

It was moved by N. Hughes: That the proposed Policy Review Model (attached) be approved, as amended.

POLICY REVIEW MODEL



FEBRUARY, 2002

10-1

February 25, 2002 #11

To: The Trustees

From: Judith Bishop, Chair

Re: Establishment of the Board's Negotiating Process.

RECOMMENDED ACTION

Part I

It was moved by _____, seconded by _____: That the Board establish a Negotiating Advisory Committee as follows:

Terms of Reference – Negotiating Advisory Committee

1. The Committee shall consist of 3 trustees from whom a Chair for each employee group shall be determined.

2. It shall be the responsibility of the Negotiating Advisory Committee to:
   (a) Guide and assist in the conduct of negotiations with the employee groups.
   (b) Report to the Board at least monthly on progress in negotiations along with the Board's chief negotiator.
   (c) Receive direction from the Board on clearly stated objectives to be achieved during negotiations.

Part II

It was moved by _____, seconded by _____: That the Board appoint the following trustees to the Negotiating Advisory Committee:

Trustee
Trustee
Trustee

Part 111

It was moved by _____, seconded by _____: That the Parameters for bargaining, as described in this report, be adopted.

Part IV

It was moved by _____, seconded by _____: That the Board's negotiating process be reviewed in September, 2002.

RATIONALE

The above recommendations are important to the Board in order to:

- bring some consistency in and stability to negotiations with our employee groups
- ensure a voice representing the decision makers is at the bargaining table
- continue the Board's history of culture in negotiations
- provide a direct reporting mechanism back to the trustees
- provide a framework for bargaining

PARAMETERS FOR BARGAINING

- All bargaining groups will be treated with respect *reference: Commitment to the Community "we believe… that all individuals deserve to be treated fairly and with dignity'*

- Positive relationships will be nurtured with all our staff *reference: 2001 Strategic directions : Relationships " develop positive and nurturing relationships with our staff…"*

- Consultation processes with staff will be adopted for any changes to working conditions *reference: Commitment to the Community " Our Staff will….be partners in the decision –making process".*

- Working conditions will be created with staff that will be safe, healthy and positive *reference: Commitment to the Community " Our Staff will…work in and contribute to a safe, healthy and positive environment*

- Opportunities for ongoing professional growth will be encouraged *reference: Commitment to the Community " Our Staff will… have and seek opportunities for life –long professional growth and reflection"*

- Expectations and standards for performance will be clearly stated *reference: Commitment to the Community " Our Staff will …strive for excellence through clear expectations/standards for performance".*

- Use a variety of means to provide staff in-put into new directions and processes *reference: Commitment to the Community " Our Staff will… have opportunities to influence, understand, and take ownership of future directions"*

- Processes and structures developed through collective bargaining will be fair and provide incentive, recognition and accountability. *Reference: Strategic Directions 2001 Human Resources: "create structures and processes that provide incentive, recognition and accountability"*

- Family friendly practices will be promoted wherever possible, subject to fiscal restraints.

- That collective bargaining will not favour any particular employee group, federation, or union, and there will be a standardization of practices across all groups.

- That collective bargaining will attempt to remove anomalies that have arisen for historical reasons.

Furthermore it is expected that:

- there will have been a thorough review of any difficulties with the current agreement before bargaining takes place.
- there is an agreed HWDSB standard of the level of service required from each group.
- appropriate data is prepared about the demographics of each group before bargaining, to include: training, skills, age, length of service, seniority, and work hours.
- the Board's negotiator will report fully to the Board each month, with the chair of the Negotiating Advisory Committee, on the current status of negotiations and the items being negotiated.

#11(a)

It was moved by _____, seconded by _____: That Trustee Ray Mulholland be appointed to the Canadian Union of Public Employees Relations Committee.

#12

February 25, 2002

To: The Trustees

From: Merv Matier, Director of Education and Secretary

Re: EXPULSION HEARING COMMITTEES

RECOMMENDED ACTION:

Moved by _____ that the Board establish a committee of trustees, the quorum for which shall be three members, for the purpose of hearing an expulsion of a pupil.

Rationale

The Board's Policy No. 7.13 – Expulsion of Students – was reviewed and approved by the Board in October, 2001. Expulsion Hearings must now be held within the 20 day suspension period of the student. This necessitates the calling of such Hearings within a specific timeframe and the availability of the members of the Expulsion Hearing Committee on relatively short notice will facilitate conducting the hearings in a timely fashion.

Included in the revised policy was the provision of the Education Act whereby the Board can designate a committee of trustees to serve on an Expulsion Hearing Committee.

To assist trustees who may wish to volunteer for this Committee, it is our intent to schedule hearings after 3:00 p.m. on the first and third Mondays when meetings of the trustees have been scheduled.

#13

2002 02 25

To: The Trustees

From: Merv Matier, Director of Education and Secretary

RE: School Trips

Recommended Action:

It was moved by _____, seconded by _____: That the following trip requests be approved:

a) Waterdown District High School, Grades 9-OAC, Educational trip to Waikiki, Hawaii on March 8-16, 2003, inclusive.

Rationale:
As per policy.

rt

#17

O.P.S.B.A REPORT
FEBRUARY 25, 2002

Open:

1. Trustee Compensation letter from OPSBA (#BOD 2.4(g)
2. GST Funding for Transportation – copy 6.2
3. Teacher Qualifying Test – see sheets – copy 6.3
4. Grant Announcements
5. Political Action Committee

17-1

LIZ SANDALS
President

GAIL ANDERSON
Executive Director

Ontario Public School Boards' Association

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BOD 2.4 (9)

February 15, 2002

The Honourable Janet Ecker
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister:

Over the past several months your office has received numerous letters from Ontario's public and catholic school boards regarding the issue of trustee compensation. The Ontario Public School Boards' Association would like to take this opportunity to once again go on record in support of a review of trustee compensation in Ontario.

Prior to 1997, Ontario school boards, like other elected political bodies, were responsible for setting their own compensation. And, like other elected political bodies, school boards were held accountable for any increases. At that time, the average annual amount that Ontario trustees received was approximately $15,000. Today, the amount is a legislated and capped honoraria of $5,000. This $5,000 cap ignores the advice of the Royal Commission on Learning which recommended that trustee compensation be capped at $20,000. When the provincial government, under former Education Minister John Snobelen, arbitrarily changed the way trustees were compensated, the rationale was that trustees would "no longer be paid up to the equivalent of a full-time salary". The truth of the matter is that an annual honorarium of $5,000 results in the majority of trustees being compensated at less than Ontario's minimum wage. As you know, the parents and communities determine much of a trustee's workload and hours, in addition to legislated roles and obligations related to the board as a corporate entity.

The Ontario Public School Boards' Association has raised concerns regarding the adequacy of trustee compensation in a number of presentations and submissions to government over the past few years. Like our member boards who have written to you, we have significant concerns that the inadequate compensation does act as a barrier, discouraging many qualified and capable candidates from pursuing the important role of trusteeship in the local democratic process for education. This barrier is already growing, and the number of acclaimed school board candidates (and indeed vacant seats) increased

... Page 2

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substantially in the last local election. We are in no way arguing that an acclaimed candidate is any less qualified than an elected candidate. We do believe, however, that the healthy public policy debate on education and the competition stimulated by a viable election does two things: it informs the community of the candidates' plans and platform; and it forces candidates to be upfront about their platform and the issues they wish to address as a board member. In many cases, the amalgamated areas for school boards are so large, it makes it difficult to have a community-based campaign without substantial fundraisng from outside groups. The current honorarium is not sufficient to help offset the cost of an election campaing.

In addition, we would like to make a distinction between compensation and honorarium. An honorarium is a fee paid in recognition of a nominally free service, and is often a token or gesture of thanks. Section 191 of the Education Act specifically permits boards to pay their members honoraia. We submit to you that school board trustees, like other elected officials, deserve to compensated not by honoraria, but by a clearly defined, simply administered and transparent system of allowance, determined by the community they serve through the election process. Trustees perform an important job in their communities – no less important than other elected officials – and the role requires informed and capable decision-makers. In order to fulfill this task, trustees deserve to be appropriately compensated, including compensation for actual job expenses and required professional development.

At the OPSBA Public Education Symposium on January 24, 2002, you spoke to Ontario's public school trustees and told them that you valued the work that they were doing. In addition, you have consistently stated in the Ontario Legislature that your government believes in the role of trustee and relies on public school trustees to make appropriate decisions for their communities. It is time, Madam Minister, for you and your government to stand by those words and implement a review of trustee compensation. The issue of compensation for elected provincial representatives, such as yourself, was delegated to the provincial Commissioner of Integrity. At the federal level, a Commission was struck to review allowances for federal MPs. Both of these processes lead to increases in compensation for federal and provincial members. We strongly believe that Ontario's local politicians, such as school board trustees, deserve the same type of review of compensation from an independent body.

Therefore, the Ontario Public School Boards' Association formally requests that the Ontario government ask the Commissioner of Integrity to review the issue of trustee compensation, with respect to the following issues:

1. The adequacy of the current compensation and system of expense reimbursement (taking into consideration the role and obligations of trustees, the required skills set to fulfill that role, and the comparative compensation in other Canadian jurisdictions).
2. The current legislative cap and provincial control of the compensation of trustees as duly elected officials (given that no other level of government is subjected to such restraints).
3. The need for a simple and transparent mechanism to determine compensation of elected officials, given their respective roles, legislated and required obligations, and required skills.

Yours truly,

Liz Sandals

Liz Sandals
President

Origin: Executive Office

Date: February 5, 2002

ISSUE: GST FUNDING FOR TRANSPORTATION

Background:

It has come to OPSBA's attention that the Federal Government is attempting to avoid paying a GST claim argued successfully in a test case by 29 Quebec school boards in the Federal Court of Appeal that bus transportation is a commercial activity and therefore gives all school boards the right to claim 100% reimbursement of GST taxes paid for these services. School Boards currently recover 68% of GST payments. School boards in Ontario, Manitoba, Saskatchewan, Alberta, British Columbia and Nova Scotia had submitted similar claims and at the time of the judgement had cases pending before the Courts awaiting the decision in the Quebec test case which they believed would then be applied to their cases.

The Federal Government is proposing to amend the Excise Tax Act legislation so that it can avoid paying out the GST settlement that is more than $70 million. The Federal Government is intending to make the effect of the legislation retroactive to January 1, 1991, the date when the GST came into effect. This proposed amendment would mean that all claims except those made by Quebec school boards will be cancelled by the new legislation.

Representatives from National, a public relations and government relations firm working on this file, met with representatives of OPSBA to discuss possible steps that OPSBA could take in support of the interests of our school boards in this matter. Liz Sandals, OPSBA's President, will be doing media interviews on Wednesday, February 6 on this issue to raise awareness with MP's across the province.

Of the estimated $70 million, approximately $40 million would be directed to Ontario school boards as a consequence of this GST/school bus transportation case.

ACTION:

For information and discussion.

Staff Resource: Gail Anderson, Executive Director

Backgrounder 17-9 E 2

Federal Government avoids paying out largest GST settlement to school boards

Ontario's public school boards are distressed over a recent decision by the Federal Government to quietly amend legislation that will enable it to avoid paying out the largest GST settlement in Canadian history, representing more than $70 million.

A test case of 29 Quebec school boards argued successfully in the Federal Court of Appeal that bus transportation is a commercial activity and, as such, gives all school boards the right to claim 100 percent reimbursement of GST taxes paid for these services[1].

School boards in Ontario, Manitoba, Saskatchewan, Alberta, British Columbia and Nova Scotia had submitted similar claims and were, at the time of the judgment, pending cases before the Courts[2]. School boards in Ontario are owed approximately $40 million in reimbursements.

However, in a news release issued at 9:30 p.m., the Friday before Christmas, the Department of Finance announced its plan to amend the Excise Tax Act legislation -- retroactively -- to January 1, 1991, the date when the GST came into effect. This amendment means that all claims, except for those made by Quebec school boards, will be cancelled by legislative command.

It is one thing to amend legislation. It is another to make it retroactive to some eleven years before the judgement. This is an abuse of law and power and a flagrant discrimination against the school boards whose cases are pending.

The Department of Finance's plan to deprive school boards of the benefits of the Court's ruling comes at a time when the cost to operate Ontario's fleet of 12,300 school buses are rapidly increasingly, due to among other things, the cost of ownership and insurance. Approximately 800,000 Ontario school children rely on bus transportation everyday. The Ontario Public School Boards' Association has documented that school boards have already spent $57-million this year to fund school buses

Ontario school boards are calling on Finance Minister Paul Martin to reconsider the proposed amendment to ensure all Canadian school boards that participated in the claims have a right to benefit from the Courts' decision

Interview Opportunities:

Liz Sandals, President of the Ontario Public School Boards' Association, is available on Wednesday, February 6 to discuss the impact of the Federal Government's decision on school children reliant on bus transportation.

Francis Boisvert, President, Consultax Planification, on tax issues and implications as well the Federal Court of Appeal decision.

For more information and background materials, please contact:
Stephen Hewitt/Lisa Hodgins
NATIONAL Public Relations

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[1] School boards currently recover 68 percent of GST payments.

[2] In order to avoid unnecessary expenses for all the parties concerned, including the federal government, it was decided to proceed only with the first claims of the 29 Quebec School boards. In such 'test cases', once the Federal Court rendered a final decision, the same ruling could be applied to all the other cases.

Themes

HEADLINE: **If you can't beat them, change the rules, then beat them**

MESSAGE: The Courts ruled in our favour. But the Department of Finance plans to change the law to avoid reimbursing Ontario schools the money they owe us and to which we are entitled under the court decision. The Department of Finance is acting like a reverse Robin Hood – robbing from the poorest level of government, the school boards, to protect and fatten the coffers of the wealthiest – the feds. Worse still, it's quietly pushing this legislation through behind the backs of taxpayers.

SUPPORT:

- A unanimous judgement by The Federal Court of Appeal on October 17 ruled in favour of the appellant school boards, with the des Chenes School Board being the "test case". The judgement confirmed that student transportation is a commercial activity that gives the boards the right to avail themselves of a 100 percent reimbursement of taxes paid, under the provisions of the Excise Tax Act. } 2001

- Department of Finance news release sent out at 9:30 p.m. on the Friday before Christmas (December 21) proposing an amendment to the legislation that specifically addresses school transportation. This amendment would be made *retroactive* for 11 years before the judgement (January 1, 1991, intro of GST) to avoid paying out reimbursement. Approximately $40 million is owed to Ontario school boards.

HEADLINE: **Discrimination**

MESSAGE: The decision to pay some school boards while avoiding to pay others is an act of discrimination – plain and simple. Each board that made a claim should be entitled to benefit from the Court's ruling.

Support:

- 111 school boards (out of 415) across Canada submitted similar claims since 1996. 42 of these boards are in Ontario. Most of the claims, were at the time of the judgement, pending cases before the Courts and waiting for the decision that would be rendered in the test case.

- The Federal Government will reimburse 29 Quebec school boards (test case), but will not treat the remaining 111 in the same manner.

HEADLINE: **Funding our local school boards**

MESSAGE: This is an issue about education -- not taxes. For the Federal Government, $40 million is a rounding error. But for our school boards, it's much needed funding to support local programs, services and activities. The Federal Government doesn't put one red cent into elementary and secondary education in Ontario and its upsetting to see it use its legislative power retroactively to expropriate $40 million from Ontario school boards.

Support: Ontario taxpayers invest more than $13 billion in the elementary and secondary school systems. This includes over half a billion dollars on school transportation programs for the 800,000 school children that uses buses every day.

The federal government provides no financial support to these programs.

Compared to 1995 funding levels, and allowing for the fact that over that period, five instructional days have been added to the school year, support for the school transportation program has declined by $32 million.

17-7

Ontario Teacher Qualifying Test

#6 3

Last Committee meeting: January 16, 2002
Next Meeting: February 19, 2002

The Highlights:

- The first teacher qualifying test is scheduled to take place on Saturday, April 27.
- It has not yet been determined whether or not this test will count. The Minister has the discretion, in Bill 110, to make that decision. To date, it has not been made.
- The test will be conducted mainly on university campuses across the province. There are a number of logistical problems with this set up, including resistance from university administrators and a lack of space. Timing is very critical at this juncture.
- The Ministry has budgeted to pay for the cost of this test for the first two years, so candidates will not be charged to write the test.

Key Areas:

1. Legislation and Regulations:

Bill 110 passed December 12, 2001. The regulations are currently being written, with a view to making them as minimalist as possible in setting up the test for April. A policy manual will also be created, to sketch out more specific detail. All of this information will be posted on the Ontario Principal's Council website, as per their contract with the Ministry. It will also be translated and available in all formats, including braille.

2. Test development process:

Education Testing Services, a US company, has the contract to develop the test. Their contract specifically states that there is to be no interference on the part of the Ministry to interfere unduly with this process. MOE may only facilitate and guide this process, and remind ETS what was desired at the beginning of the process through a "content review." The Ministry may do "checks" to see the relationship between the test and our curriculum. Bill 110 states that the Minister must approve the test, or delegate approval. Delegating the approval of the test may not appear as heavy-handed politically. There is some speculation that the College of Teachers may be asked to approve the test.

3. Communications:

The Ministry has attempted to reach out as much as possible to boards and senior administrators

to advise them of what the new testing legislation means. Currently they are trying a number of additional initiatives:

- A website specifically designed to address teacher testing will be up and running by mid February
- An electronic newsletter will be out soon
- A revised brochure will be available in a week on the Teacher Testing program
- MOE staff are visiting faculties of education to deliver the message
- A pilot case study can be found on the OPC website
- Presentations are being given at all faculties requesting them
- CODE and other provincial stakeholder organizations have been given presentations
- All candidates will have access to an information booklet with sample case studies
- Communication has been made with faculties outside Ontario to discuss this process

4. Policy Choices:

There will be a need for the MOE to make policy choices outside of what is contained in the regulations. They must be documented and communicated.

5. Forward planning:

As stated, ETS has sole responsibility for the development and delivery of this test. However, planning must begin for when the ETS contract expires. For example, what is an alternative assessment? What is an alternate mode of delivery? How do we set up an evaluation process for the test?

6. Analysis of implications of the test for the government as a whole:

This test is part of a broad reform process. Discussions must begin with central government agencies about indicators of success.

C O R R E S P O N D E N C E

REGULAR BOARD
February 25, 2002

#19

THAMES VALLEY DISTRICT SCHOOL BOARD

Bill Bryce, Director of Education and Secretary

2002 January 28

The Honourable Janet Ecker
Minister of Education
Ministry of Education
Mowat Block, 900 Bay Street
Toronto, Ontario M7A 1S2

Dear Minister Ecker:

At its meeting of 2002 January 22, the Thames Valley District School Board received a report from Student Trustee Marlon Rhoden entitled "Investing in Education, Investing in Ontario's Future.' As you may be aware, this report which was prepared by the Ontario Student Trustees' Association addresses a number of current education funding issues from the perspective of student trustees.

The Board of Trustees passed the following resolution at that meeting:

> **"RESOLVED THAT a letter of support for the Ontario Student Trustees' Association report entitled "Investing in Education, Investing in Ontario's Future" be forwarded to the Minister of Education itemizing how the Thames Valley District School Board is affected by the three sections – Classroom Resources, Special Education and Transportation budgets."**

In the area of Classroom Resources, we have been unable to provide sufficient and appropriate textbooks to our students in part because texts are not available for some of the new curriculum and in part because we do not have funds to purchase sufficient quantities of those that are available. The funds available for computers permit us to replace existing ones every twelve years. This will not allow us to provide equipment that is anywhere close to being up to date. It results in significant expenditure on maintenance and repair costs, and precludes effective integration of information and communication technology across disciplines to improve student learning. It was especially disappointing to learn that no new funding was provided to support the recommendations within the "Ontario Knowledge Network for Learning".

Over the past three years, in Special Education, our Board has transferred twelve million dollars to this line over and above the amount suggested in the funding formula. To achieve this, significant funds have had to be diverted from other lines but this cannot continue.

While we acknowledge and are grateful for the 2001-02 one time transportation grant of $ 1.3 million dollars, we will still be $2.3 million over expended in our transportation line. We have a longer walking distance than many boards and yet, due to the geography of our Board, still incur these expenses. We must ensure that students can get to school.

The Board of Trustees clearly shares the concerns of the Student Trustees and respectfully requests that you ensure that sufficient funds are made available to all Boards so that the learning needs of students can be appropriately met.

Sincerely,

Joyce Bennett

JOYCE BENNETT
Chair

c: Marlon Rhoden, Student Trustee
Public School Boards of Ontario

#19(a)

PEEL DISTRICT SCHOOL BOARD

H.J.A. Brown Education Centre

5650 Hurontario Street, Mississauga, Ontario L5R 1C6 Fax: (905) 890-6747 Tel: (905) 890-1099 1-800-668-1146 www.peelschools.org

February 13, 2002

The Honourable Janet Ecker
Minister of Education
Mowat Block, 22nd Floor
Queen's Park
Toronto, Ontario M7A 1L2

Dear Minister Ecker:

RE: Ontario Student Trustees' Association Report

At the request of the Peel District School Board's Student Trustees, I am pleased to send a letter of support for the Ontario Student Trustees' Association report entitled *"Investing in Education, Inventing in Ontario's Future"*. As you are aware, this report addresses a number of current education funding issues from the perspective of student trustees across the province.

You will note that the areas of inadequate support identified by the student trustees parallel the concerns that have been brought to your attention on a number of occasions by this Board and school boards across the province. The current funding formula does not meet the needs of students.

On behalf of the Board and the students of this province, I urge you to carefully consider the issues raised in the Ontario Student Trustees' Association report and to ensure that school boards receive sufficient funding not only to address the deficiencies identified in that report, but to effectively manage their wider responsibilities.

Sincerely,

Janet McDougald
Chair

c. Ainsley Jenicek, Student Trustee (South)
Ashleigh Egerton, Student Trustee (North)
OPSBA
Public School Boards of Ontario

TRUSTEES
Janet McDougald (Chair)
Ruth Thompson (Vice-Chair)
Valerie Arnold-Judge
Randy Barnett
Beryl Ford
Dian Gray
Steve Kavanagh
Warren Kennedy
Sue McFadden
Sandy Ransom
Don Stephens
Rick Williams

DIRECTOR OF EDUCATION & SECRETARY
Harold Brathwaite

ASSOCIATE DIRECTOR - EDUCATIONAL SERVICES
Judith Nyman

ASSOCIATE DIRECTOR - CORPORATE SERVICES
Harinder Takhar

20

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

451 Park Street West, P.O. Box 210, Windsor, Ontario N9A 6K1 Tel: (519) 255-3200 www.GECDSB.on.ca

January 18, 2002

The Honourable Janet Ecker
Minister of Education
Mowat Block, Queen's Park
Toronto, Ontario M7A IL2

Dear Minister Ecker:

At the regular meeting of the Greater Essex County District School Board, held January 15, 2002, the Board continued its examination of several areas of its budget and operations. We are doing this in response to an increased number of concerns from members of our community and others across the province about the inadequacy of education funding and its impact on our students. Special Education funding was explored at our meeting on the 15th.

As clearly outlined by our community agency partners, we face a significant challenge to provide within our schools a learning environment which accommodates the needs of those students presenting with a diversity of mental health, cognitive, and specific learning problems. That we face the challenge of increasing numbers of exceptional children, as well as increasingly complex problems manifested by such children, is evident to all of us. That we are attempting to provide such support within a "do more with less" climate has been a reality for some years in this community as well as across the province.

There is great concern with regard to the numbers of high needs students in the community and our inability to respond to the needs due to funding issues. Presently, our special education classes are at maximum enrolment and we have few options in terms of expanding programs due to accommodation and funding issues.

Minister, we believe you should be aware:

- Schools are the place of last refuge for high needs special education students. The shift of responsibility from the province to our schools, without adequate funding support, brings significant challenges to community agencies and to our schools.
- For some time, our community has advocated - at various levels of the government - for funds to address the needs of 800 children on waiting lists for care and treatment. Schools cannot put a student on a waiting list, telling them not to attend until we have the resources to meet their needs. When our students cannot access community care and treatment agencies, not only does the student continue to suffer, so do their classmates and our schools.
- The number of children with complex medical/physical needs in our system continues to grow. These children not only bring with them the challenges of modified learning but at times the enormous costs of appropriate accommodation.
- Community supports have been reduced; Special Education funding has remained stable for the past four years - *but needs have increased.* Our school board continues to look at ways to move out of the crisis mode into a preventative mode and provide the supports these students urgently require. We cannot do that without adequate funding. Our special education

spending currently exceeds Ministry grants by $1.5 million.

- This is having an impact on our students and staff:
  - The number of children experiencing severe difficulties continues to increase.
  - We are constantly in crisis management.
  - Students waiting for community supports are remaining in schools or on home instruction or repeatedly suspended.
  - Failing to intervene results in teens and adults who have increased reliance upon hospital and doctors visits, increased crime, and increased demand for public assistance.
  - The most challenging students can be violent and unpredictable, requiring one-on-one adult supervision. This affects the health and safety of other students and staff in the school.

This funding formula has been in place now for five years. Intensive Support Amount (ISA) funding has been frozen for two years. Meanwhile, the majority of our special education staff resources have been drawn away from supporting students into generating files in order to gain increased Ministry funding - which we won't see until at least September 2003! For these reasons, the Greater Essex County District School Board calls on you and your Ministry to:

1. Unfreeze those special education dollars and provide special education funding aligned to today's need.
2. Declare an emergency, establish and expedite interministerial reviews of children's services to develop specific initiatives to immediately address the needs of high risk children.
3. Provide the resources for staff development in order to enhance the expertise of our teachers and support staff with respect to children with complex needs.
4. Develop and support innovative initiatives in the areas of early identification and early support services.
5. Continue to protect the funding aligned to the special education envelope.
6. Train students in faculties of education and community colleges, specifically targeting the needs of special education children.

We remain committed to our belief that this community supports a school system that embraces all of our children, both those with and without specialized needs, and provides them with a safe, stimulating, and caring environment which, as our mission statement asserts, challenges and inspires all students to achieve their full potential as students and as members of this community.

Enclosed you will find the written materials submitted at the meeting.

Yours truly,

Tom Kilpatrick,
Chairperson

c: Deputy Minister of Education
G. Townsend, London District Office
MPPs
OPSBA
Ontario District School Boards
Children's Services Council
Enclosures

MINUTES OF MEETING OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD, HELD ON 2002-01-15 IN THE BOARD ROOM, 451 PARK STREET WEST, WINDSOR, ONTARIO.

PRESENT:	TRUSTEES:	K. Beaudoin	S. Harding-Smith
		G. Buckrell	T. Kilpatrick
		J. Burgess	S. Micallef
		B. Cooper	L. Pike
			G. Simko-Hatfield
	REGRETS:	M. Allen	
	STUDENT TRUSTEES:	Angela Jonsson	
		Alex Telka	
	ADMINISTRATION:	M. J. Gallagher	
		P. Allen	
		D. Fox	
		M. Kraus	
		H. Liffiton	
		R. Peturson	
		S. Zanin	
	RECORDER:	M. Dick	
	IN THE CHAIR:	Tom Kilpatrick	

A. CALL TO ORDER

Chairperson Kilpatrick called the meeting to order at 8:12 pm.

A. 1. SPECIAL ORDER OF THE DAY

There was no special order of the day.

B. APPROVAL OF AGENDA AND MINUTES

MOVED BY: Trustee Micallef
SECONDED BY: Trustee Pike
THAT THE AGENDA BE APPROVED AS PRINTED.
AND
B.1 THE MINUTES OF THE PUBLIC BOARD MEETING OF 2001-12-11 BE APPROVED AS PRINTED.

CARRIED UNANIMOUSLY.

C. PRESENTATIONS, DELEGATIONS, AND PUBLIC QUESTIONS

MOVED BY: Trustee Cooper
SECONDED BY: Trustee Buckrell
THAT THE DELEGATIONS BE HEARD.

CARRIED UNANIMOUSLY.

C.1 Overview of the Design and Technology Centres

Steve Snider, Principal of the Design and Technology Centres at Herman Secondary School and Essex District High School, was pleased to introduce Cheryl Lovell and Bob Scott, teachers at the Tech Centres, who provided some background on the Design and Technology program. The Elementary Technology Centre is an exciting place where grades 7 and 8 students learn to apply the mechanics of Science and Technology in a new way. Working in small groups, they work together using instructional manuals, videos, or specifically designed computer programs.

Julia Guerogieva, Davis; Katie Fisher, Queen Victoria; and Samson Gebremeskel, Queen Victoria,

students attending the Tech Centres this year, spoke to their experiences within the program. They related that it is an exceptional opportunity for students and lends an educational atmosphere where students learn and enjoy the technology field of Science. The students were appreciative of the hands-on experience and the chance to use their creativity.

Cheryl Lovell invited Trustees to visit the Centres, highlighting the Mouse Trap Car Challenge scheduled on February 6, 2002, and the Lego Lift Challenge scheduled on April 17, 2002. These challenges encourage students to apply the design process to materials and mechanics. The Mouse Trap Car Challenge is open to all grade 8 students within the GECDSB. Students will produce a device that will carry one large "grade A" egg, powered by a supplied mouse trap. The Lego Lift Challenge is open to all grade 7 students within the Board. Students will produce a structure that will lift and support weights. These days are especially exciting for students. Pamphlets were distributed by students to Trustees.

Trustee questions, clarifications and points made:

- It was clarified that costs attached to the competition are handled by the respective schools. The $20.00 entry fee assists in funding a lunch for students as well as the awards.
- In response to a question as to how much actual time is spent by individual students in the Tech Centres, it was noted that students spend approximately four hours per visit. Students visit the Tech Centres three to four times per year.
- It was clarified that the challenges involve the use of low voltage (1.5 volt batteries) to run the electric motors.

Student Trustee Jonsson stated that she attended the Design and Technology Centres when she was in grades 7 and 8. It is a valuable program for students and she hoped that it was able to continue for a long time.

Chairperson Kilpatrick thanked Steve Snider, Cheryl Lovell, Bob Scott, and the students, for their presentation.

C.2 Sabre Paws, Pat Miller, Sandwich Secondary School

D. Fox, Superintendent of Education, acknowledged Ian Phllips, Principal of Sandwich Secondary School, who was present at the meeting, and introduced, Pat Miller, the Family Studies Teacher at Sandwich who spoke to the Sabre Paws Project. Every night after school during the Christmas season, the fashion arts students worked to create handmade stuffed animals which were donated to children and others in need. The project lasted for approximately four weeks and this past year, the students produced 120 stuffed animals. This project first began in the Christmas season, 2000. At that time, they completed 40 stuffed animals with the help of approximately 15 students. This past year, the students tripled production and student participation increased to 40 students. They hope to continue to develop and expand this project in years to come.

Students Kristin Larking, Geraldine Donaldson, Rebeca Rees, and Joyelle Sorgian, assisted in the powerpoint presentation which included pictures of this amazing project in process. The students thanked the teachers, parents and fellow students for their assistance and support.

Chairperson Kilpatrick commended and thanked Pat Miller and the students for taking the time to come to the Board meeting and share their special project.

C.3 Examination of the Funding Issues: Special Education

Chairperson Kilpatrick introduced Heather Liffiton, Superintendent of Education/Special Education Programs and Services, who welcomed members of the Special Education Advisory Committee, school administrators, and members of the special education services team - educational support staff, ETFO staff, and OSSTF staff - who came this evening to support this presentation.

Superintendent Liffiton stated that school boards have become the place of last refuge for high needs special education students. The shift in responsibility from the province to the local school boards, without adequate funding support, brings significant challenges to the community and to our schools. School boards continue to look at ways to move out of the crisis mode and into a preventative mode and provide the supports students urgently need.

This evening's presentation is part one of a two part series about the crisis in special education and funding challenges. Tonight, our presenters will provide a brief overview of the challenges we face as a community serving children with special needs, the impact these challenges create for the school system at large, and finally the day to day realities at the local school level. We hope to explore the ever increasing numbers of children presenting with high needs, our system response to these needs, and the implications this has for the local school. The special education funding model and the fiscal realities and challenges around funding issues will be examined at the February 5, 2002 Board Meeting. Tonight, will set the stage for the February 5 meeting.

The term "special education" or "spec ed" as it is often referred to, conjures up many different perceptions or interpretations of what is meant by special education. In the context of tonight's presentation, we are referring to students/children, preschool through OAC, who present needs defined by the Ministry in categories such as: behavioural, communication, intellectual, physical, and multiple areas to such a degree that they require supports and/or services to ensure participation and success in the school setting.

Students with a medical diagnosis or an assessment that confirms special needs are generally referred to by the Ministry of Education as exceptional students. These students fall into ten definitions of exceptionality. The exceptionalities are further defined in detail on pages seven and eight of the handout.

The supports and services provided by the Board include the staff who provide special education programs and services. Superintendent Liffiton set the stage for a closer look at the students with special needs at the GECDSB. An overview of exceptional students or the "who" and "how many" provides a sense of the number of students presently designated as exceptional, receiving supports and services, students receiving direct and indirect support and the trends over the last four years.

A look at the total enrolment and exceptional students: A total of 4,139 students as of October 31, 2001 (or 11% of the student population) have been designated through the IPRC process as being exceptional and another 3,700 students (or 10%) identified at the school level as needing support through the School Education Conference Committee due to behavioural or learning difficulties. Approximately 21% of the total student enrolment is somewhere on the continuum of service waiting for various assessments, intervention or counselling.

Exceptional students by category and percentages: When we examine the 4,139 exceptional students in more detail, we see the kinds of exceptionalities and incidence in each of the ten Ministry definitions. Some exceptionalities have a higher incidence than others. For example, we identified 1,469 learning disabled students. This represents the largest area of an identified exceptionality in our system - many of these students receive assistance from the Learning Support

Teacher in their school, their curriculum is modified and accommodations are made for them in the regular classes. Many are placed in self-contained special education classrooms across the system. They receive supports from Social Workers and or Child Youth Workers in order to manage associated attention deficit disorder and related behaviours; Speech and Language Services provide consultation about communication difficulties; and Special Education Coordinators review Individual Education Plans and IPRC documentation. As with all exceptionalities, many interdisciplinary services are directed to this exceptionality.

Some of the numbers presented are deceiving; for example, Autism shows a small incidence of 42 plus 41 designated as multiple. The total 83 students diagnosed with Autism require intensive supports, aligned aides, communication programming with Speech and Language Pathologists, Psychology and Educational Coordinators meet regularly at the school level to review Individual Education Plans and program issues. This is a small number of exceptional students with extremely high needs. As well, the small number of Speech and Language delayed are misrepresented on this chart (attachment). The majority number of students diagnosed with Speech and Language delays are included in the Communication LD area. This does not suggest a need for fewer students requiring the services of Speech and Language Pathologists; students in all areas of exceptionalities experience delays or difficulties with language acquisition communication skills. The Speech and Language Pathologists are spread thin trying to address diverse areas of need.

Exceptional students - trends over time: The number of students identified as exceptional has remained at an 11% identification rate with probably the similar rates in the School Education Conference Committee (10%) over four years. We identify to the level of support we have available. Our most severe students are identified first. With supports remaining essentially unchanged and enrolment increasing, we continue to stretch our services to maintain these levels - burn out and stress are factors here. We tend to focus our professional support staff services in tasks that involve assessment, report writing and IEP development, consultation, crisis intervention and completion of Ministry paper work for the provision of funding. Hence, direct service for students is diminished and steps to provide prevention are limited.

Special education supports and services: We have an amazing staff. Staff complement in special education teachers, learning support teachers, and professional support services personnel has remained stable since amalgamation. As numbers increase and the nature of the disabilities we deal with becomes more severe these staff are feeling the brunt of the increase in numbers of children with special needs and the decrease in resources in the community. Teachers in special education programs are dealing with increased class sizes - this limits their ability to provide individualized programming. Learning support teachers have large caseloads and are burdened with increased paper work due to the ISA claim process and the Ministry imposed standards for IEPs. We are providing services with special education staffing complements that have essentially remained the same since amalgamation. The ISA process has allowed us to increase support staffing for the 1.54% of the students we identify as needing intensive supports.

Superintendent Liffiton introduced Pam Skillings, Educational Consultant for the Children's Rehabilitation Centre, Connie Martin, Executive Director of Maryvale Adolescent Services, and Bev Clarke with the local chapter of the Learning Disabilities Association of Ontario, who would be providing a community perspective on high needs children; and Ray Kenney, Elementary Principal, who would be providing a school perspective on high needs children. Both she and Dr. Don Abrash, Chief Psychologist of the GECDSB, would be providing closing remarks, including reflections from the Special Education Department on high needs children and children with mental health issues and LD.

Pam Skillings, Children with Physical/Medical Needs: The Children's Rehabilitation Centre of Essex County is a comprehensive treatment centre, preschool and school serving children and youth, birth to age 21 years, who are physically, developmentally and/or neurologically challenged. Through the School Health Support Services Program, the Centre's physiotherapists, occupational therapists and communication therapists provide over 500 visits weekly to schools in Windsor/Essex County. The CRC services over 1600 families. For the last three years there have been waiting lists, a phenomena that the CRC did not experience previously. There are currently 18 two-year-olds waiting to enter their preschool program.

There appears to be a growing number of children with complex medical/physical needs. It is difficult to ascertain the scope and breadth of prevalence and incidences of childhood disability in Ontario. Ms. Skillings reviewed several factors that may contribute to this: improved neonatal and prenatal health care; the increased incidence of cerebral palsy due to the improved survival of extremely pre-term infants; injury and improved medical intervention is decreasing deaths - children are surviving catastrophic injuries leaving them with life long disabilities; poverty; pollution; agricultural versus urban living (eg. spina bifida is more prevalent in agricultural communities); and toxins such as lead, pesticides, alcohol, etc. There is no question that Windsor has an ever-growing number of children with special needs. Windsor has an 8% higher incidence of illnesses such as cancer, heart problems, and birth defects compared to other communities in Ontario. Finally, Canada has experienced a surge in immigrant and refugee families. Many of these families are seeking appropriate services for their children who have special needs in a country that provides social health care and publicly funded education.

Ms. Skillings reviewed statistics with regard to the prevalence of childhood disability as well as the equipment costs for high needs students.

In September 2001, the Children's Rehabilitation Centre referred 12 high needs children to the GECDSB. This year, it is anticipated that 26 children will be referred for September, 2002. These children not only bring with them the challenges of modified learning but at times the enormous costs of appropriate accommodations. Literature supports the increasing numbers of children with complex needs. It is hoped that the Ministry of Education and school boards are prepared to meet these needs.

Connie Martin, Children and Adolescents with Mental Heath Issues: Children's mental health centres service children and teens with one, but usually a combination of the following: emotional disturbance, serious behavioural difficulties, suicidal thoughts and behaviours, and mental illness. Many have multiple problems along with serious intellectual limitations, serious medical conditions (eg. brittle diabetics, heart conditions), serious learning disabilities, and physical disabilities.

Ms. Martin outlined typical behaviours which tend to fall into four categories: *Children who take their frustrations out on others* - they are delinquent, explosive, acting out, filled with rage and depression, use profanity liberally, assault others through punching, spitting, swearing; they intimidate, manipulate, victimize, threaten, violate other's safety particularly females and other children; they damage property, break and throw furniture, demand their own way, carry weapons and bring them to school with the intent of hurting a teacher or peer. *Children who take their frustrations out on themselves* - they hate themselves, are deeply depressed, isolated and withdrawn, actively harm themselves physically by cutting and gouging their faces, arms, etc., often causing life long scars; they want to die and plan attempts to do so. *A third group who are mentally ill,* eg. actively psychotic, schizophrenic. *A fourth group suffer from specific syndromes* (eg. Prader Willy Syndrome, Asperger's Syndrome, and Manchausen by Proxy Syndrome).

Services provided from least intrusive through to the most intrusive are: counselling; in-home and in-community support; respite services in own home, alternate home or a treatment centre; treatment (crisis and longer term); residential treatment (crisis and longer term); and designated acute care psychiatric hospital beds.

Children's mental health is under-resourced throughout the province. The demand overwhelms the current resources. One in six children have some form of mental health problems. No legislation exists mandating that the service must be provided. There are currently 800 children on waiting lists for local children's mental health agencies. The actual number is higher as additional children, seen in crisis, are not placed on waiting lists but service and referral sources have stopped referring children who are not severe as there is an awareness that only those in crisis are tending to receive service. There is an increasing complexity and severity to problems.

There is such a demand in Windsor-Essex County as funding for residential services has been cut in the past ten years (from 125 to 22 beds); funding for day and counselling services has been cut by 10%; funding for children with mental health issues occurs in many communities through four streams (mental health issues, developmentally/intellectually delayed, acute psychiatric care, and appropriate care for children in care of the CAS). Until 2001, funding in Windsor-Essex County has primarily been through the children's mental health stream resulting in most needing day and residential support being served by children's mental health agencies. As a result, special services in schools and support services in the community have been reduced and there has been an increased documentation regarding a higher incidence of medical conditions in this area.

What's in our future? We are increasingly moving to crisis management. Seventy-two percent of the children on the waiting list for Maryvale are students from the GECDSB. Children reach a greater level of disturbance or illness before receiving help, thus lessening the likelihood of significant improvements. Treatment spots get clogged because children are so severe and demanding to schools and communities graduation is unrealistic. Failing to intervene results in teens and adults who have an increased use of and reliance upon hospitals and doctors visits, increased crime, failure to hold jobs, failure to sustain relationships resulting in failed marriages and parental responsibilities, increased reliance upon public assistance, and increased self harming attempts.

What is working within Windsor/Essex County? Collaboration, flexibility, innovation is excellent amongst school boards, children's mental health centres, the CAS and hospitals. Windsor-Essex County centres are documented as serving a greater percentage of children with fewer resources than comparable areas in Southwestern Ontario. We are known to have many firsts and best practices in this area.

The ramifications for schools include: students admitted to a Centre are in a setting which operates with 8:1 or 6:1 teaching ratios, have skilled staff to provide intervention, runs with structured purposeful treatment oriented, the capacity for immediate crisis backup and is physically designed to support the program. Students waiting are remaining in the schools or on home instruction or suspended, without these supports. Centres are under pressure to deal with volume and have moved to short term interventions aimed at assessment, stabilizing and referral to less intensive services. These children are returned to community school classrooms.

Bev Clarke, Children with Learning Disabilities: Approximately 10% of the population has a learning disability. The educational system that does not respond to the needs of children with learning disabilities compromises their potential, their families, society and they can become a risk to themselves. Almost 50% of adolescent suicides had previously been diagnosed as having learning disabilities. The single most commonly cited factor for this desperate act was low self-esteem arising from school failure.

In the past two decades, the link between learning disabilities and being involved in delinquent behaviour has been researched in both Canada and the United States. The link between the identification of learning disabilities, their incidence and remedial implications are most frequently discussed. The cost of allowing or encouraging youth with learning and behavioural problems to drop out of school can be measured in terms of reduced economic productivity and increased burden on police and other local services.

Adults with learning disabilities, who have not received appropriate education and/or training, typically hold a job for only three months. Fifty percent of females with learning disabilities will be mothers within three to five years of leaving high school. Seventy-five percent of young offenders and 75% of adults in federal prisons have experienced learning problems. The cost of detaining a young offender is approximately $61,000 per year. The average annual cost of incarceration is $61,000 per adult inmate. The average annual cost of supervising an offender on parole is $13,000.

In a society where literacy and numerical skills are highly valued, children with learning disabilities may be vulnerable to emotional problems and social failure without school and community understanding and support. The rate of delinquency in the learning disability and attention deficit disorder population is significantly higher than in the general population. Statistics demonstrate that boys with severe learning disabilities are more than twice as likely to engage in delinquent activities than other boys. These young offenders will not fair well in the juvenile justice system because of their lack of interpersonal skills. It is common for the young offender to have had prior special education but no current placement at the time of arrest. Reviewing the behavioural and academic history of these youth will reveal the impact of decreased structure and guidance.

The best that can be done for children and youth with behavioural problems is to keep them engaged in school where educators can develop their skills, maintain a positive influence, and prevent involvement with disruptive groups during school hours. With early and adequate assessment, together with remediation, a child can learn to cope and succeed. Such a child can grow up to be a fully independent adult, enjoying both social and academic success. The Ministry of Education needs to make a long term commitment through funding and policy to the prevention of delinquent behaviour by: establishing curriculum emphasizing skill acquisition and focus on the individual academic and social needs of each student, ensuring that systematic barriers do not prevent successful graduation (i.e. grade 10 testing); provide opportunities for students to learn about proper behaviour rather than only punishing inappropriate behaviour through zero tolerance policies (school practices that lead to student alienation, disengagement and loss of commitment all contribute to the dropout problem); access to early and appropriate assessment and remediation; and on-going professional development for staff to ensure they are able to apply positive approaches to the teaching and proactive discipline for children with learning disabilities.

Prison signifies the failure of the offender to live with others. It also signifies the failure of society. Ms. Clarke recounted an opportunity to meet Dr. Richard Lavoie at a national learning disabilities conference. He indicated that several years ago, as the principal of a residential school for children with learning disabilities, he implemented the use of bulletin boards by all his teachers. It was a requirement that all students have something on the board. Several days after implementing the bulletin boards he noticed a young boy in the hallway with his parents. His parents only came to school when there was a problem. Dr. Lavoie asked him later that day why his parents were at the school. The boy put his head down and said, "Dr. Lavoie, this is the first time I ever had anything on a bulletin board." The boy was 17 years old.

It is difficult for the average person to imagine not being acknowledged for even the smallest successes. Success does not come from promoting competition and excellence and eliminating the

exceptional, but by identifying strengths and weaknesses of all and rewarding the individual's personal best.

Ray Kenney, A School Perspective: Mr. Kenney is the Principal of Anderdon Public School, an elementary school with a staff of 35 and a student population of 480. The school is in a rural setting and has five special education programs: two learning disabilities classes, two community living programs, one behavioural education program, and one full time learning support program. Mr. Kenney noted that Anderdon is a wonderful school and the statistics he was about to present are not intended to be a negative reflection on his school. The information is designed to demonstrate the complexity and depth of need for our high needs students.

The impact on schools with respect to the changes happening in special education is complex and disturbing. Mr. Kenney provided a glimpse of the realities which exist in the school setting. As a principal, he likes to work in a proactive and preventative model in which staff, parents, and students can expect to teach and learn in a predictable and safe environment. Often, however, this is not the case. Some days are filled with crisis and not much else gets done except spending time with high needs students and parents.

Sixty-three students (or 13%) are identified as exceptional and fifty students, although not identified, receive assistance through learning support. There are currently 24 students waiting for assistance.

The most challenging students can be violent and unpredictable. These students often require one-on-one adult supervision and do affect the health and safety of staff and students. Schools are becoming treatment centres. We have students who bite, kick, punch and threaten staff and other students. The impact of cutbacks at the agencies is affecting the schools.

There is an increase of children with serious development issues, some of whom are in our regular classrooms. We have a student with Asperger's syndrome in a regular classroom setting. We are dealing with young students in Kindergarten and Grade 1 who are exhibiting serious behavioural problems.

Professional development is of concern. Mr. Kenney has an excellent staff but the stress level can be high. Teachers need help with high needs students. These students are integrated in large regular classrooms and can be very demanding in terms of time and discipline. Teachers want to do a good job, but need a lot of assistance to handle the high risk students. Many of our new teachers are placed in special education programs and in need of a lot of assistance due to the frustration and the stress level.

Mild to moderate learning disabled students who require help are on waiting lists. Programming for gifted students is limited. Learning support programs are filled with identified exceptional students. The special education consultants spend most of their time with provincial ISA claims. As a result, there is a backlog of students waiting for testing. Much of administrative and teacher time is spent with high risk students and parents. Paperwork is increasing with provincial requirements (IEP and ISA). Resources are limited. We depend on School Councils and school fundraising to assist with purchasing resources for special education. Suspensions are of little help. These students require intensive support and counselling. We have one student in the behavioural education program who spent last year at home with home schooling. Many of these students transfer a number of times within the system and are placed in regular classrooms at each school.

Superintendent Liffiton, Reflections from Special Education Services: Superintendent Liffiton stated that the presenters have outlined significant needs in this community, our schools, as well as community agencies. There is great concern with regard to the numbers of high needs students in

the community and our inability to respond to the needs due to funding issues. Our Board supports continued coordination and consultation with the Children's Rehabilitation Centre, the Community Care Access Centre, medical physicians and related agencies. This is necessary so that we may understand the complex syndromes and medical conditions these students bring to the school setting. Formulating a sound educational response in the form of support services, educational programs and facility accommodations requires hours of interdisciplinary consultation. Our consultants are consumed by the hours it takes to generate good solid plans for these children and the ongoing communication that is necessary to ensure continuity and accountability. Funding does not take into consideration the need for the level of consultation referred to.

Increased numbers of children with physical disabilities will challenge us to consider an increase in the number of classes designed to serve children with physical disabilities. Generally, we have provided congregated settings where we have been able to pool our expertise and created facilities equipped to deal with toiletting needs, lifts, and physio therapy. Presently, our special education classes are at maximum enrolment and we have few options in terms of expanding programs due to accommodation issues across the system. The range of programs and access to programs will be severely limited for September 2002. Twenty-six new children from CRC will increase class sizes and further stretch the staff. Staff development is crucial in this area. Teachers and ESS staff need to understand the syndromes and disabilities they are working with, they need to understand how to use specialized equipment safely, how to implement recommendations in assessment data and program effectively for these children. It will be a challenge to spread consultants and professional staff beyond their present roles to take on even more staff development.

Dr. Don Abrash, Reflections on Mental Health Issues and LD: As has been clearly outlined by our community partners, we face a significant challenge to provide within our schools a learning environment which accommodates the needs of those students presenting with a diversity of mental health, cognitive, and specific learning problems. That we face the challenge of increasing numbers of exceptional children as well as increasingly complex problems manifested by such children is evident to all of us. And that we are attempting to provide such support within a "do more with less" climate has been a reality for some years in this community as well as across the province.

Nevertheless, we remain committed to our belief that this community supports a school system that embraces all of our children, both those with and without specialized needs, and provides them with a safe, stimulating, and caring environment which, as our mission statement asserts, challenges and inspires all students to achieve their full potential as students and as members of this community. While the task of carrying out our mandate is as complex as the students we serve, three areas stand out as priorities in attempting to achieve our goals:

- We must ensure that the school staff providing frontline instruction and support remain current in their understanding of both the complex profile of needs of exceptional students, as well as effective strategies to facilitate student learning and personal adjustment. This need for ongoing Professional Development extends to all staff, as the highest needs students, even those in highly specialized programs, participate in all aspects of school life and are thus influenced by all members of our school community. We have the expertise within our Board as well as among community agency professional staff to provide such staff training. We remain restricted by other Ministry directed priorities, which limit time available to devote to providing ongoing professional development.
- Our professional staff devote an inordinate amount of their time responding to the significant number of students in crisis or preparing Ministry required documentation to obtain funding for high needs students. We remain very determined in our desire to ensure that children with high needs are quickly identified so that appropriate prevention programs/strategies may be implemented as early in a child's school life as possible. You have heard tonight from our

presenters, when students with learning disabilities are not identified early their learning problems expand into the realm of social-emotional problems often manifested in community as well as school concerns, with ever increasing cost to all. We assess, counsel, provide speech therapy, consult on thousands of children each year. And yet the number of children with need for such interventions and teachers needing our support far exceeds available resources. We have a need also to expand the number of system wide programs we have piloted in the areas of Safe Schools, Student Assistance, Anti-bullying, building self-efficacy in LD students, among others, which are critical components of a prevention focused approach supported by this Board.

- Finally, we encourage this community to join us in supporting our local agencies in their efforts to obtain the funding required to continue to provide the specialized therapeutic intervention programs clearly needed by these children and their families. We are proud of the tradition of collaborative efforts between school board and agency professional staff in Windsor-Essex County. It remains a critical partnership if we are to sustain a balance in our response to children's needs, which require initiatives that extend well beyond the services available and feasible within the school environment alone.

Superintendent Liffiton stated, in conclusion, we have touched upon just three areas of exceptionality. We could have heard from many other agencies, parent associations and organizations representing children with special needs. Instead we chose to highlight just a few.

Chairperson Kilpatrick thanked the presenters for the excellent presentations and their assistance in this community.

Sign Up Sheet

Dwight Duncan, MPP, was pleased to have the opportunity to address the Board this evening. He applauded the Board for hosting these forums. This is the first one he has been able to attend. Legislation has been sitting. He received an indepth review of these issues in a recent meeting with Chairperson Tom Kilpatrick, Vice-Chairperson Gale Simko-Hatfield and Director of Education Mary Jean Gallagher. These problems are not only peculiar to this City and to this Board. He was astounded to learn that 37,000 children across the province are waiting for assessment. When one comprehends the number and magnitude of the challenge - it is astounding. The recommendations to improve this situation all involve some money. Yet the province argues that there is no money. We do have money. He indicated that we could get the money from the corporate tax cut of $2.2 billion that kicks in during January and will be phased in over four years. One particular concern is the private school tax credit which is to cost the province an estimated $300 million. A closer estimate is $500 million. It will come down to priorities. Tax cuts do not make us competitive. The reality is that the funding formula is flawed. We need to challenge those as to how this could be changed. We need to recommit to local decision making and the ability to tax locally. It is astounding that 800 children are awaiting service in this area. Over 6,000 letters were presented to the legislature on this concern. The GECDSB has assumed the lions share of the responsibility in serving these students. It is not fair to those students with special needs. He stated that his colleagues will also be attending other sessions on funding issues, as the Legislation will not resume until April. He encouraged the continuation of the Board's efforts in addressing these broad issues and how it impacts on Windsor and Essex County.

Chairperson Kilpatrick thanked Mr. Duncan for his comments and ended with the following comments: Schools are the place of last refuge for high needs special education students. The shift of responsibility from the province to school boards, without adequate funding support, brings significant challenges to community agencies and to our schools. For some time, our community has advocated - at various levels of the government - for funds to address the needs of 800 children on waiting lists for care and treatment. Schools cannot put a student on a waiting list, telling them not to attend until we have the resources to meet their needs. When our students cannot access

community care and treatment agencies, not only does the student continue to suffer, so do their classmates and our schools.

The number of children with complex medical/physical needs in our system continues to grow. These children not only bring with them the challenges of modified learning but at times the enormous costs of appropriate accommodation. Community supports have been reduced; Special Education funding has remained stable for the past four years - *but needs have increased*. Our school board continues to look at ways to move out of the crisis mode into a preventative mode and provide the supports these students urgently require. We cannot do that without adequate funding.

This is having an impact on our students and staff: The number of children experiencing severe difficulties continues to increase. We are constantly in crisis management. Students waiting for community supports are remaining in schools or on home instruction or repeatedly suspended. Failing to intervene results in teens and adults who have increased reliance upon hospital and doctors visits, increased crime, and increased demand for public assistance. The most challenging students can be violent and unpredictable, requiring one-on-one adult supervision. This affects the health and safety of other students and staff in the school.

This funding formula has been in place now for five years. The Ministry acknowledges that special education funding is broken. Intensive Support Amount (ISA) funding has been frozen for two years. Meanwhile, the majority of our special education staff resources have been drawn away from supporting students into generating files in order to gain increased Ministry funding - which we won't see until at least September 2003!

We are therefore calling on the Minister to: Unfreeze those special education dollars and provide funding aligned to today's need. Declare an emergency, establish and expedite interministerial reviews of children's services to develop specific initiatives to immediately address the needs of high risk children. Provide the resources for staff development in order to enhance the expertise of our teachers and support staff with respect to children with complex needs. Develop and support innovative initiatives in the areas of early identification and early support services. Continue to protect the funding aligned to the special education envelope. Train students in faculties of education and community colleges, specifically targeting the needs of special education children.

Trustee questions, clarifications, and points made:

- It was clarified that the 150 students born in 1997 coming from CRC will be placements among all three boards, but the majority will come to us.
- It was questioned if the Windsor-Essex experience is comparative to provincial numbers. Response by P. Skillings: It is out of line, particularly in the area of birth defects. The environment and its effects on early brain development in children is evidenced to a higher degree within our area.
- Connie Martin clarified that 72% of Maryvale's students on a waiting list are students from the GECDSB (total of 75 students).
- It was noted that all mental health agencies are operating in crisis mode, as is our Board. It was questioned if in meetings with Ministers has there been any glimmer of hope in addressing the residential and support services problem. Response: Connie Martin indicated that MPP Dwight Duncan has assisted considerably as has Minister Baird who has reversed decisions that would have closed existing services. He has directed the Ministry to direct attention to us.
- Bev Clarke talked of LD and the implications of not being able to intervene and assist these students in achieving learning skills and coping skills. One of things we know is that when we have children with LD in Kdg to Grade 2, we know kids who are at risk of meeting up with the law by the age of 8 or 9. Is there any way in which we can, in conjunction with the LDAO, do some work with the courts and police authorities in order to educate them on the reasons why these youngsters will be very poor witnesses to any crimes they may have committed and be at risk for incarceration.

Response from B. Clarke: From the local perspective, we deal with provincial issues and the issue just raised is a federal issue. As a local agency, she makes a lot of community presentations to educate the general public. They are a relatively new association. One of their concerns is that the juvenile justice system protects young offenders. The school system is at risk as they do not know what that child is capable of.

- It was noted that a lot of time has been spent by special education staff in support and in compiling and validating ISA claims to get extra dollars to support these students. You cannot count the dollars worth of time taken away from students. Have any of our staff been able to estimate the costs to our board in dollars just to do one claim? *Response:* Dr. Abrash indicated that emails from principals have expressed concern that staff are not visible in schools as their energies have been redirected almost exclusively to ISA claims. If you take the salary of each member and take a rough figure of 80 to 85% in terms of time spent assessing, compiling, and documenting, as well as imposed reassessments it would provide you with a close estimate. Superintendent Liffiton noted that they will have a breakdown of this in the second part of the special education presentation on February 5.
- It was clarified that School Council fundraising has supported purchases for computer technology, kits and other special education equipment needed.

Chairperson Kilpatrick noted that at the next meeting we will delve further into special education funding concerns. He thanked presenters Pam Skillings, Connie Martin, Bev Clarke, Superintendent Liffiton and Dr. Abrash, as well as those in attendance, for sharing their expertise tonight.

The meeting recessed at 9:35 pm
The meeting reconvened at 9:50 pm

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EXAMINATION OF FUNDING ISSUES

SPECIAL EDUCATION: BREAKING THE CYCLE OF CRISIS



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
JANUARY 15, 2002

2015

SPECIAL EDUCATION PRESENTATION
JANUARY 15, 2002

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   Dr. Don Abrash, Supervisor of Psychological Services

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NEWS RELEASE

Greater Essex County District School Board . 451 Park Street West . Windsor ON . N9A 5V4 . Tel: (519) 255-3200

FOR IMMEDIATE RELEASE
DATE OF NEWS RELEASE: JANUARY 14, 2002
CONTACT: MARY DICK, DIRECTOR'S OFFICE

SPECIAL EDUCATION: BREAKING THE CYCLE OF CRISIS

School boards have become the place of last refuge for high needs special education students. The shift of responsibility from the province to the local municipality and school boards, without adequate funding support, brings significant challenges to the community and to our schools. School boards continue to look at ways to move out of the crisis mode into a preventative mode and provide the supports these students urgently require.

CONNIE MARTIN, Executive Director of Maryvale Adolescent Services, PAM SKILLINGS, Principal, Children's Rehabilitation Centre Section 68 School Authority, and BEV CLARKE, Service Coordinator, Local Chapter of the Learning Disabilities Association of Ontario, will be joining the GECDSB special education team to speak to *Special Education: Breaking the Cycle of Crisis* to the Greater Essex County District School Board at its Public Board Meeting on TUESDAY, JANUARY 15, 2002. This presentation will begin at 8:00 pm.

The report will review the challenge for school boards, specifically the Greater Essex County District School Board, relating to inadequate funding resources and the subsequent implications for the school and community, increasing community need, and special need students.

For further information, please call Mary Dick, 255-3259.

-30-

MARY JEAN GALLAGHER
DIRECTOR OF EDUCATION

TOM KILPATRICK
CHAIR OF THE BOARD

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
DIRECTOR'S OFFICE: MARY DICK (255-3259). FAX: 255-3215
BUILDING TOMORROW TOGETHER!

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HIGHLIGHTS OF REMARKS BY TOM KILPATRICK, CHAIR OF THE BOARD
TUESDAY, JANUARY 15, 2002
SPECIAL EDUCATION: BREAKING THE CYCLE OF CRISIS

- Schools are the place of last refuge for high needs special education students. The shift of responsibility from the province to school boards, without adequate funding support, brings significant challenges to community agencies and to our schools.

- For some time, our community has advocated - at various levels of the government - for funds to address the needs of 800 children on waiting lists for care and treatment.

- Schools cannot put a student on a waiting list, telling them not to attend until we have the resources to meet their needs. When our students cannot access community care and treatment agencies, not only does the student continue to suffer, so do their classmates and our schools.

- The number of children with complex medical/physical needs in our system continues to grow. These children not only bring with them the challenges of modified learning but at times the enormous costs of appropriate accommodation.

- Community supports have been reduced; Special Education funding has remained stable for the past four years - *but needs have increased.* Our school board continues to look at ways to move out of the crisis mode into a preventative mode and provide the supports these students urgently require. We cannot do that without adequate funding (our special education spending currently exceeds Ministry grants by $1.5 million).

- This is having an impact on our students and staff:
  - The number of children experiencing severe difficulties continues to increase.
  - We are constantly in crisis management.
  - Students waiting for community supports are remaining in schools or on home instruction or repeatedly suspended.
  - Failing to intervene results in teens and adults who have increased reliance upon hospital and doctors visits, increased crime, and increased demand for public assistance.
  - The most challenging students can be violent and unpredictable, requiring one-on-one adult supervision. This affects the health and safety of other students and staff in the school.

- This funding formula has been in place now for five years. The Ministry acknowledges that special education funding is broken. Intensive Support Amou (ISA) funding has been frozen for two years. Meanwhile, the majority of our special education staff resources have been drawn away from supporting students into generating files in order to gain increased Ministry funding - which we won't see until at least September 2003!

- We are therefore calling on the Minister to:

  - Unfreeze those special education dollars and provide special education funding aligned to today's need.
  - Declare an emergency, establish and expedite interministerial reviews of children's services to develop specific initiatives to immediately address the needs of high risk children.
  - Provide the resources for staff development in order to enhance the expertise of our teachers and support staff with respect to children with complex needs.
  - Develop and support innovative initiatives in the areas of early identification and early support services.
  - Continue to protect the funding aligned to the special education envelope.
  - Train students in faculties of education and community colleges, specifically targeting the needs of special education children.

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GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
Community Action Committee

Special Education Presentation January 15, 2002

Welcome and Introduction - Heather

Part 1 - Preamble

This evening's presentation is Part One of a two part series about Special Education and Funding. Tonight our presenters will provide a brief overview of some of the challenges we face as a community serving children with special needs, the impact these challenges create for the school system at large and finally the day to day realities at the local school level.

We hope to explore the ever increasing numbers of children presenting with high needs, our system response to these needs and the implications this has for the local school.

The special education funding model and the fiscal realities or challenges around funding issues will be examined at the February 5, 2002 Board meeting. Tonight will set the stage for the February 5th meeting.

The term Special Education conjures up many different perceptions or interpretations of what is meant by Special Education. In the context of tonight's presentation we want you to be aware that we are referring to students/children, preschool through OAC who present with needs, or strengths in the intellectual, social emotional, communication or physical realms who require supports and/or services to ensure participation and success in the school setting.

Students with a medical diagnosis or an assessment that confirms special needs are generally referred to by the Ministry of Education as Exceptional Students - these students fall into five categories of exceptionality. The Categories are further defined into ten definitions of exceptionalities.

Supports and services provided by the board include the staff who provide special education programs and services.

An overview of Exceptional Students or the "Who and How Many" will provide tonight's audience with a sense of the number of students presently designated as "exceptional" receiving supports and services, students receiving direct and indirect support, the trends over the last four years and the number of assessments and interventions completed by Psychology, Social Work/Attendance and Speech and Language Pathology Services.

Overhead #1 - total enrollment and exceptional students
Overhead #2 - exceptional students - by category
Overhead #3 - exceptional students - trends over four years
Overhead #4 - special education supports and services

Part 2 - A Community Perspective - High Needs Children

Pam Skillings - Children with Physical/Medical Needs

Connie Martin - Children and Adolescents with Mental Health Issues

Bev Clarke - Children with Learning Disabilities

Part 3 - A Board's Perspective - High Needs Children

Ray Kenney - Elementary School Principal

Part 4 - Reflections from Special Education Services Dept. - High Needs Children

Children with physical and medical needs - Heather Liffiton

- specialized equipment
- accommodation to buildings - access
- training for staff
- congregated vs integrated settings; classes at maximum

Children with mental health Issues and LD - Dr. Abrash

- training for staff
- early identification and need for prevention
- supports for staff and students

Part 5 - Recommendations

1. Immediately provide special education funding aligned to today's need.

2. Facilitate interministerial reviews of children's services to develop specific initiatives designed to immediately address the needs of high risk children.

3. Provide the resources for staff development in order to enhance the expertise of our teachers and support staff with respect to children with complex needs.

4. Provide additional funding to develop innovative initiatives in the areas of early identification and early support services.

5. Continue to protect the funding aligned to the special education envelope.

6. Provide funding for essential staff development and training of students in faculties of education and community colleges, specifically targeting the needs of special education children.

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

a) an inability to build or to maintain interpersonal relationships;
b) excessive fears or anxieties;
c) a tendency to compulsive reaction;
d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Communication - Autism

A severe learning disorder that is characterized by:

a) disturbances in:
   - rate of educational development;
   - ability to relate to the environment;
   - mobility;
   - perception, speech and language;
b) lack of the representational symbolic behaviour that precedes language.

Communication - Deaf and Hard-of-Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Communication - Language Impairment

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical or sensory factors, and which may:

a) involve one or more of the form, content, and function of language in communication; and
b) include one or more of the following:
   - language delay;
   - dysfluency;
   - voice and articulation development, which may or may not be organically or functionally based

Communication - Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Communication - Learning Disability

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

a) is not primarily the result of:
   - impairment of vision;
   - impairment of hearing;
   - physical disability;
   - developmental disability;
   - primary emotional disturbance;
   - cultural difference; and
b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
   - receptive language (listening, reading);
   - language processing (thinking, conceptualizing, integrating);
   - expressive language (talking, spelling, writing);
   - mathematical computations;

Communication - Learning Disability (continued)

c) may be associated with one or more conditions diagnosed as:
- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia

Intellectual - Giftedness

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Intellectual - Mild Intellectual Disability

A learning disorder characterized by:

a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
b) an inability to profit educationally within a regular class because of slow intellectual development;
c) a potential for academic learning, independent social adjustment, and economic self-support

Intellectual - Developmental Disability

A severe learning disorder characterized by:

a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
c) a limited potential for academic learning, independent social adjustment, and economic self-support

Physical - Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Physical - Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Multiple - Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

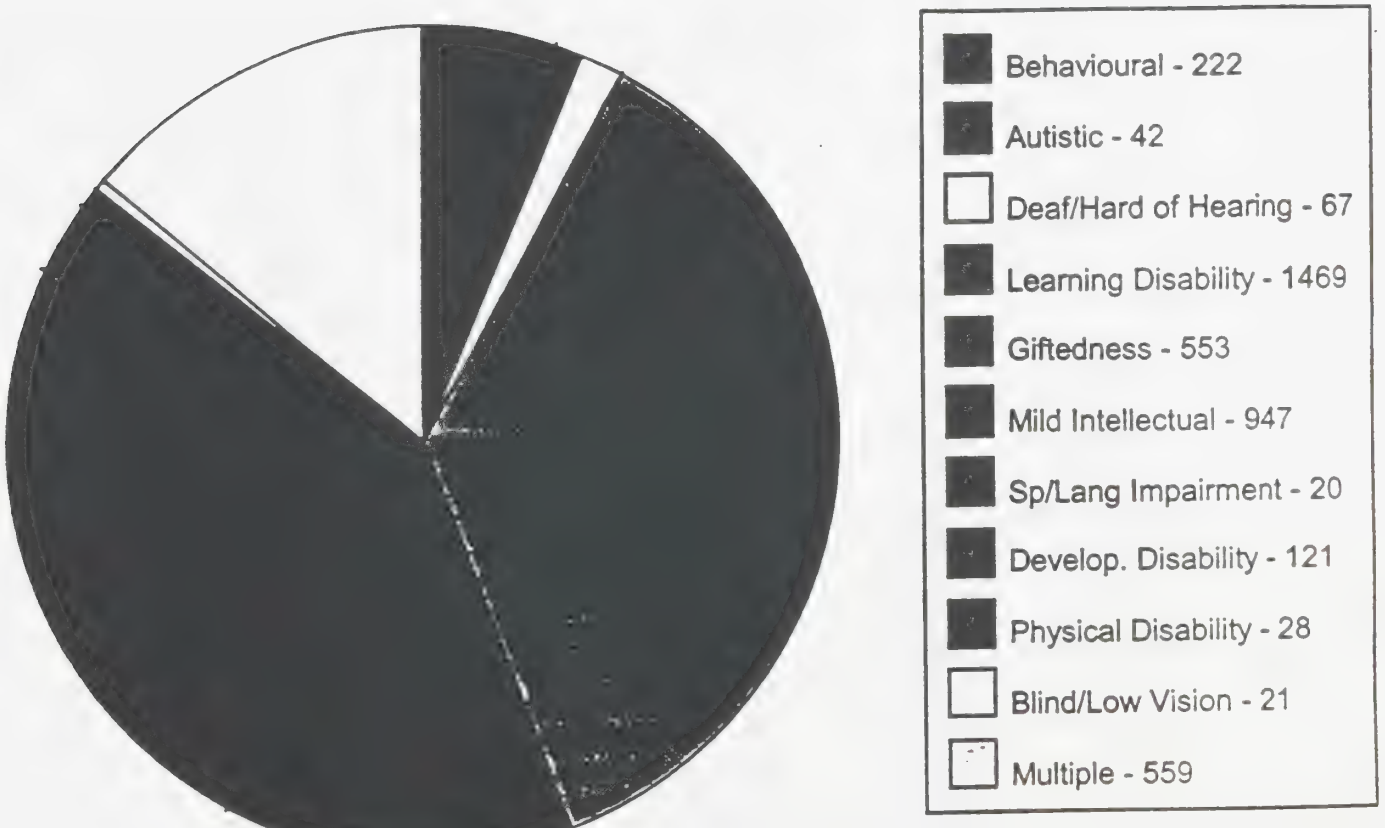
GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Present Picture
Exceptional Students - Who, How Many?



Total Population (elementary and secondary)	37,667
# of IPRCd students	4,139
# of SECCd students (not yet IPRCd)	3,700
(receiving indirect or direct services, assessment/counselling resource support)	

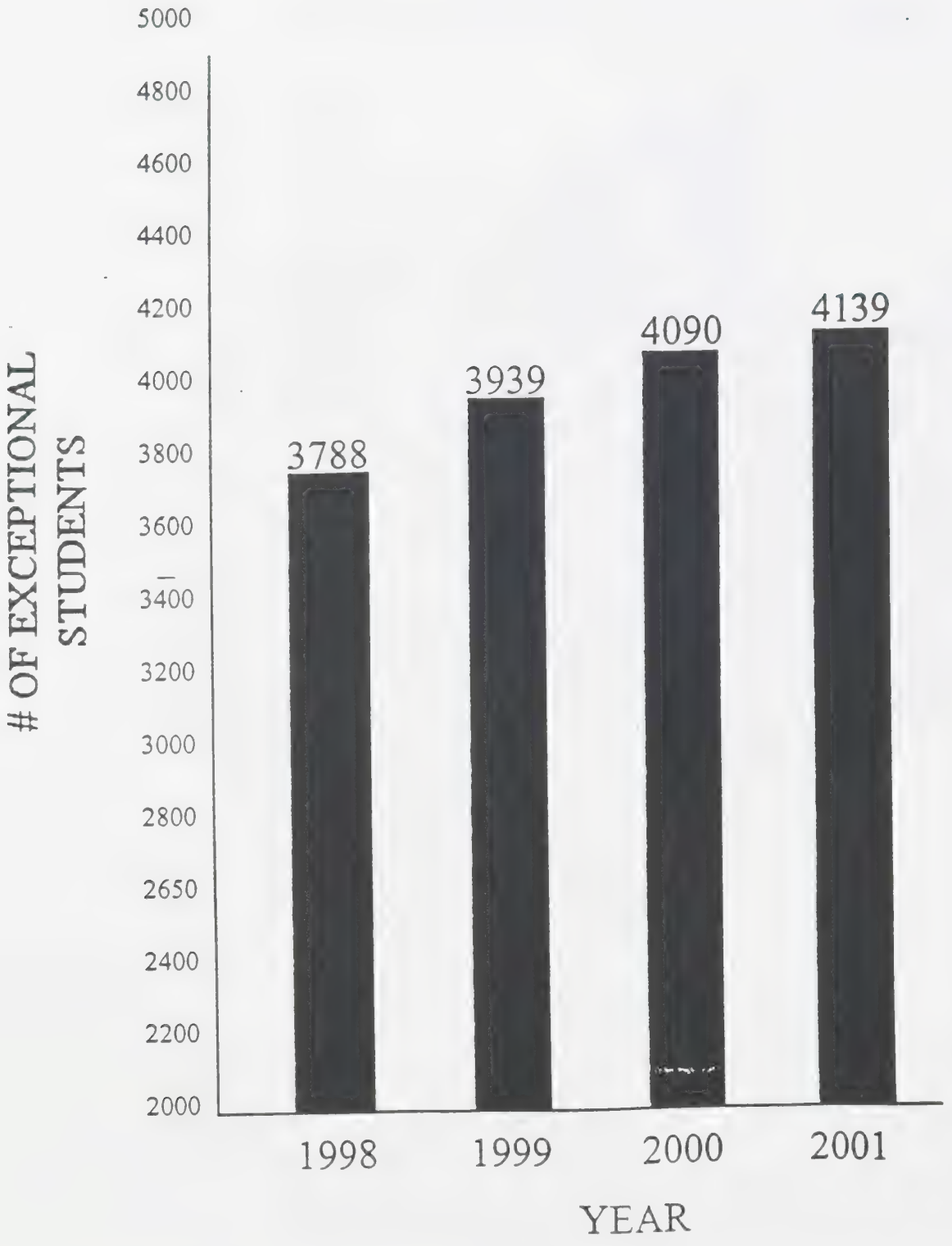
EXCEPTIONAL STUDENTS ELEMENTARY AND SECONDARY



TOTAL EXCEPTIONAL STUDENT POPULATION AS OF OCTOBER 31, 2001 IS

4139

NUMBER OF EXCEPTIONAL STUDENTS 1998 THROUGH 2001



These numbers represent 11% of the student population for all 4 years.

SPECIAL EDUCATION STAFF

TEACHERS

	ELEMENTARY	SECONDARY
Learning Support Teachers	67.0	14.0
Special Education Class Teachers	100.0	110.67 (Includes Western and Century)
Itinerant and Teachers for Blind and Deaf	11.5	1.0

SPECIAL EDUCATION SERVICES

Educational Coordinators	8.0
Psychological Services	11.6
Speech/Language Services (6 Pathologists, 4 Speech/Language Instructors)	10.0
Social Workers/Attendance Counsellors	11.0

SPECIAL EDUCATION SUPPORT STAFF

Educational Assistants	99.6	26.5
Child and Youth Workers	44.5	12.0
Developmental Services Workers	34.0	17.0
Support Workers - Hearing Impaired	9.5	1.5
Transcriber (for blind students)	1.0	

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THE CHILDREN'S REHABILITATION CENTRE OF ESSEX COUNTY

REPORT TO

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

January 15, 2002

WHO DO WE SERVE?

The Children's Rehabilitation Centre of Essex County (CRC) is a comprehensive treatment center, preschool and school serving children and youth, birth to age 21 years, who are physically, developmentally and /or neurologically challenged. Through the School Health Support Services Program (SHSSP) our physiotherapists, occupational therapists and communication therapists are providing over 500 visits weekly to schools in Windsor/Essex County.

(Overhead of Diagnoses)

Childhood disabilities refers to the differences in children's development or functioning in one or more of the following: physical, cognitive, affective, social, communicable or sensory spheres. Approximately 2% of school age children in Canada have a serious developmental disability and need special educational services or supportive care.

The CRC services over 1600 families. For the last 3 years we have had waiting lists, a phenomena that the CRC previously did not experience. There are currently eighteen 2 year olds waiting to enter our preschool program.

WHY SO MANY?

(Overhead)

There appears to be a growing number of children with complex medical/physical needs. It is difficult to really ascertain the scope and breadth of prevalence and incidences of childhood disability in Ontario. In 2000 the Ministry of Health asked investigators of CanChild Centre for Childhood Disability Research to conduct a study to address this issue. For some disabilities, such as Fetal Alcohol Syndrome, a range of 1 to 190 in 1000 children was reported in various literature. Further reviews found that developmental delays had a range of 4-12 per 1000 children. Despite the discrepancies in prevalence a review of literature seems to indicate there are more children with special needs.

Several factors may contribute to this notion:

1. *Improved neonatal and prenatal health care.* Fewer babies are dying, as reported by the National Centre on Birth Defects and Developmental Disabilities. There is a declining trend in birth defect associated deaths. These infants are thriving due to improved medical care. As reported in Genetic Epidemiology improved medical treatments will continue to lead to increased survival of babies with birth defects.

Z0-28

2. *The incidence of cerebral palsy appears to remain stable* at 2% to 2.5% of live births. However, improved survival of extremely pre-term infants results in an increasing number of children with cerebral palsy.

3. *Injury* is the leading health concern for children ages 1-14 in Canada. Improved medical intervention is decreasing deaths within this age group. Children are surviving catastrophic injuries leaving them with life long disabilities.

4. Other contributing factors to increasing numbers are:
   - poverty
   - pollution
   - agricultural vs. urban living, for example spina bifida is more prevalent in agricultural communities
   - toxins such as lead, pesticides alcohol, etc.

   There appears no question that Windsor has an ever-growing number of children with special needs.

   As stated in the local health report Windsor has 8% higher incidences of illnesses such as cancer, heart problems and birth defects compared to other communities in Ontario.

5. Finally, Canada has experienced a surge in immigrant and refugee families. Many of these families are seeking appropriate services for their children who have special needs in a country that provides social health care and publically funded education.

   In September, 2001, the CRC referred 12 high needs children to the GECDSB. This year we anticipate to refer 26 children for September, 2002. We currently have approximately 150 children born in 1997 receiving active therapy from the Centre. Many will need special attention.

   The cost of one child who uses a wheelchair entering a public school is high.

   (Show examples on overhead)

In conclusion, ladies and gentlemen, these children not only bring with them the challenges of modified learning but at times the enormous costs of appropriate accommodations. Literature supports the increasing numbers of children with complex needs. I hope the Ministry of Education and Training and school boards are prepared to meet these needs.

20-29

LIST OF DIAGNOSES

Acquired Brain Injury
Amputations
Brain Malformations
Cerebral Palsy
Chromosomal Abnormalities
Cleft Lip/Palate
Cognitive Motor Impairment
Developmental Delay
General Medical/Others
Hearing Impairment (incl. Investig.)
Neural Tube Defect – spina bifida
Neuromuscular Disorders
Oncology
Orthopaedic
Syndromes
Pervasive Developmental Disorder
Rheumatological Disorders
Seizures/Neurological Abnormalities
Speech and Language Disorders
Spinal Cord Injuries

20-30

PREVALENCE OF CHILDHOOD DISABILITY
REVIEW OF LITERATURE

Acquired Brain Injury	.12 to 3.34 per 1000 children
Autism	1 to 2 per 1000 children
ADHD	2.4 to 16.1 per 1000 children
CP	2 to 2.5 per 1000 children
Developmental Delays	4 to 12 per 1000 children
Fetal Alcohol Syndrome	1.7 to 170 per 1000 children
Spina Bifida	1 in 1000 children
Down Syndrome	1.25 to 1.54 in 1000 children

20-31

EQUIPMENT COSTS

These are approximate basic costs. Consider factors such as need/costs for installation, renovations, accessories, etc.

Computers: consider desktop/laptop, need for adapted keyboard, peripherals, specialized software, etc.	$800 refurbished to over $5000
Desks: adjust height legs, custom features	Start at $165
Ceiling lift and tracks, depends on length and # of tracks	Start at $4000
Slings	Start at $225
Commodes	Start at $2300
Grab bars: fold down fixed	Start at $200 ea. Start at $30 ea.
Change Table adjust height	Start at $3200
Mat Platform Table	Start at $1300
Adapted Classroom Seating	$190
Ramps: consider length, material, etc. one school example Another example Portapak Ramp	$1750 $7500 $6800
Automatic Door (to modify an existing appropriate door)	$2700
Fountain – wheelchair accessible	$1000
Sidewalks, paving	?
Air Conditioners	Starts at $1000
Fencing	?
Structural renovations to an existing bathroom including Removing walls, toilets	Starts at $15,000
Structural renovations creating a new washroom area	Starts at $30,000
Elevators	Starts at $80,000
Educational Assistants	Wages, plus benefits

CHILDREN'S MENTAL HEALTH - WINDSOR ESSEX
JANUARY 2002

Who do Children's Mental Health Centres serve?

Children and teens with one, but usually a combination of the following:

- ★ emotional disturbance
- ★ serious behavioral difficulties
- ★ suicidal thoughts and behaviors
- ★ mental illness

Many have multiple problems along with:

- ★ serious intellectual limitations
- ★ serious medical conditions,(e.g., "brittle" diabetics, heart conditions
- ★ serious learning disabilities
- ★ physical disabilities

The following are typical behaviours, tending to fall into four categories:

1. Children who take their frustrations out on others...they are delinquent, explosive, acting out, filled with rage and depression, use profanity liberally, assault others through punching, spitting, swearing; intimidate, manipulate, victimize, threaten, violate other's safety particularly females and other children; damage property, break and throw furniture, demand their own way, carry weapons and bring them to school with the intent of hurting a teacher or a peer

2. Children take their frustrations out on themselves.. hate themselves, are deeply depressed, isolated and withdrawn, actively harm themselves physically by cutting and gouging their faces, arms, etc. often causing life long scars; want to die and plan attempts to do so

3. A third group who are mentally ill, e.g., actively psychotic, schizophrenic

4. A fourth group who suffer from specific syndromes
   e.g. Prader Willy Syndrome
   Asperger's Syndrome
   Munchausen by Proxy Syndrome

Services provided from least intrusive through to most intrusive:

- ★ counselling
- ★ in home and in community support
- ★ respite services in own home, alternate home or a treatment Centre
- ★ day treatment (crises and longer term)
- ★ residential treatment(crises and longer term)
- ★ designated acute care psychiatric hospital beds (2)

What is current status in Ontario?

- ★ Children's Mental Health is under resourced throughout the Province
- ★ the demand overwhelms current resources
- ★ 1 in 6 children have some form of mental health problem
- ★ no legislation exists mandating that the service must be provided

What is the demand in Windsor Essex?

- ★ 800 children on waiting lists of local Children's Mental Health agencies
- ★ actual number is higher as additional children, seen in crises, are not placed on waiting list but need service and
- ★ referral sources have stopped referring children who are not severe as there is an awareness that only those in crises are tending to receive service
- ★ increasing complexity and severity to problems

Why is there such a demand in Windsor Essex?

- ★ funding for residential services cut in past 10 years - 125 to 22 beds
- ★ funding for day and counseling services cut by 10%
- ★ funding for children with mental health issues occurs in many communities through four streams
    - ▸ $ for mental health issues
    - ▸ $ for the developmentally/intellectually delayed
    - ▸ $ for acute psychiatric care
    - ▸ $ for appropriate care for children in care of CAS

Until 2001, funding in Windsor Essex primarily through children's mental health stream resulting in most needing day and residential served by children's mental health agencies

- ★ special services in schools and support services in community reduced
- ★ increased documentation regarding a higher incidence of medical conditions in this area

What's In Future?

- ★ increasing move to crises management
- ★ children reach a greater level of disturbance or illness before receiving help, thus lessening likelihood of significant improvements
- ★ treatment spots get clogged because children are so severe and demanding to schools and communities graduation is unrealistic
- ★ failing to intervene results in teens and adults who have an increased use of and reliance upon hospitals and doctors visits, increased crime, failure to hold jobs, failure to sustain relationships resulting in failed marriages and parental responsibilities, increased reliance upon public assistance, increased self harming attempts

What is working within Windsor Essex?

- ★ collaboration, flexibility, innovation is excellent amongst School Boards, Children Mental Health Centres, Children's Aid Society, Hospitals
- ★ Windsor Essex Centres documented as serving % more children with less resources than comparable area in Southwest Ontario
- ★ known to have many firsts and/ best practices (acute care psychiatric beds in community setting, crises continuum between sectors)

Ramifications for schools

- ★ Students admitted to a Centre are in a setting which operates with 8 to 1 or 6 to 1 teaching ratios, has skilled staff to provide intervention, runs with structured purposeful treatment oriented, has the capacity for immediate crises backup, and is physically designed to support the program; % receive 1 on 1 staffing.

- ★ Students waiting are remaining in the schools or on home instruction or suspended, without the above supports.

- ★ Centres under pressure to deal with volume, have moved to short term interventions, aimed at assessment, stabilizing and referral to less intensive services; these children are returned to community school classrooms.

LEARNING DISABILITIES ASSOCIATION OF ONTARIO
Bev Clarke

It is generally accepted that approximately 10% of the population have a learning disability.

The educational system that does not respond to the needs of children with learning disabilities compromises their potential, their families, society and they can become a risk to themselves. Almost 50% of adolescent suicides had previously been diagnosed as having learning disabilities. The single most commonly cited factor for this desperate act was low self-esteem arising from school failure.

In the past two decades, the link between learning disabilities and being involved in delinquent behaviour has been researched in both Canada and United States. The link between the identification of learning disabilities, their incidence and remedial implications are most frequently discussed.

The cost of allowing or encouraging youth with learning and behavioural problems to drop out of school can be measured in terms of reduced economic productivity and increased burden on police and other local services.

(*Overhead*)

- Adults with learning disabilities, who have not received appropriate education and/or training, typically hold a job for only three months. (Ontario Ministry of Labour, Handicapped Employment Program).
- 50% of females with learning disabilities will be mothers within 3 to 5 years of leaving high school. (1994, Washington Summit on Learning Disabilities)
- 75% of young offenders and 75% of adults in federal prisons have experienced learning problems.
- The cost of detaining a young offender is approximately $100,000 per year. (1998, National Strategy on Community Safety and Crime Prevention,Andy Scott, Solicitor General)
- The average annual cost of incarceration is $61,000 per adult inmate (1999)
- The average annual cost of supervising an offender on parole is $13,000 (1998-1999)

In a society where literacy and numerical skills are highly valued, children with learning disabilities may be vulnerable to emotional problems and social failure without school and community understanding and support. The rate of delinquency in the learning disability and attention deficit disorder population is significantly higher than in the general population. Statistics demonstrate that boys with severe learning disabilities are more than twice as likely to engage in delinquent activities than other boys. These young offenders will not fair well in the juvenile justice system because of their lack of interpersonal skills.

It is common for the young offender to have had prior special education but no current placement at the time of arrest. Reviewing the behavioural and academic history of these youth will reveal the impact of decreased structure and guidance.

The best that can be done for children and youth with behavioral problems is to keep them engaged in school, where educators can develop their skills, maintain a positive influence, and prevent involvement with disruptive groups during school hours (Walker et

al., 1995). With early and adequate assessment, together with remediation, a child can learn to cope and succeed. Such a child can grow up to be a fully independent adult, enjoying both social and academic success. The Ministry of Education needs to make a long-term commitment through funding and policy to the prevention of delinquent behaviour by:

(*Overhead*)

- Establish curriculum emphasizing skill acquisition and focus on the individual academic and social needs of each student ensuring that systemic barriers do not prevent successful graduation i.e. grade 10 testing
- Provide opportunities for students to learn about proper behaviour, rather than only punishing inappropriate behaviour through zero tolerance policies. School practices that lead to student alienation, disengagement and loss of commitment also contribute to the dropout problem (Lee & Burkam, 1992; Rumberger, 1987; Wehlage et al., 1989).
- Access to early and appropriate assessment and remediation
- On-going professional development for staff to ensure they are able to apply positive approaches to the teaching and proactive discipline for children with learning disabilities

Prison signifies the failure of the offender to live with others and comply with social standards. It also signifies the failure of society, which increasingly excludes the weakest, the unlucky, the most difficult. Those who went to school but were expelled. Those who did not go to school because there was no school to go to.

I was fortunate to meet Dr. Richard Lavoie at a national learning disabilities conference. He indicated that several years ago, as the principal of a residential school for children with learning disabilities, he implemented the use of bulletin boards by all his teachers. It was a requirement that all students have something on the board.

Several days after implementing the bulletin boards he noticed a young boy in the hallway with his parents. His parents only came to school when there was a problem. Dr. Lavoie asked him later that day why his parents were at the school. The boy put his head down and said, "Dr. Lavoie, this is the first time I ever had anything on a bulletin board." The boy was 17 years old.

It is difficult for the average person to imagine not being acknowledged for even the smallest successes. Success does not come from promoting competition and excellence and eliminating the exceptional, but by identifying strengths and weaknesses of all and rewarding the individual's personal best.

Jan 14 02 02:41p Learning Disabilities 519 252 4189 p.3

20-37

Special Education Presentation
January 15, 2002

Anderdon Public School has a staff of 35 and a student population of 480. The school is in a rural setting. We have 5 special education programs:

- ❑ 2 Learning Disabilities classes
- ❑ 2 Community Living Programs, and
- ❑ 1 Behavioural Education Program
- ❑ 1 Pt. LSProg.

The impact on schools with respect to the changes happening in Special Education is complex and disturbing. I want to give you an idea of the realities which exist in the school settings. As a Principal, I like to work in a proactive and preventative model in which staff, parents and students can expect to teach and learn in a predictable and safe environment. Often, this is not the case. Some days are filled with crises and not much else gets done except spend time with high needs students and parents.

School enrolment: 480
No. of IPRC (identified as exceptional) students : 63 – 13 %
No. of SECC (not identified but receive assistance through LS (Learning Support): 50
No. of students who are waiting for assistance: 24

1. The most challenging students can be violent and unpredictable. These students often require one-on-one adult supervision and do affect the health and safety of staff and students. Schools are becoming treatment centres. We have students who bite, kick, punch and threaten staff and other students. The impact of cutbacks at the agencies is affecting the schools.

2. There is an increase of children with serious developmental issues, some of whom are in our regular classrooms. We have a student with Asperger's syndrome in a regular classroom setting. We are dealing with young students in Kindergarten and Grade 1 who are exhibiting serious behavioural problems.

3. Professional development is of concern. I work with an excellent staff but the stress level can be high. Teachers need help with high needs students. These students are integrated in large regular classrooms and can be very demanding in terms of time and discipline. Teachers want to do a good job, but need a lot of assistance to handle the high risk students. Many of our new teachers are placed in special ed. programs and in need of a lot of assistance due to the frustration and the stress level.

4. Mild to moderate learning disabled students, who require help, are on waiting lists. Programming for gifted students is limited. Learning support programs are filled with identified exceptional students.

5. The Special Education Consultants spend most of their time with provincial ISA claims. As a result, there is a backlog of students waiting for testing.

6. Much of administrative and teacher time is spent with high risk students and parents. Paperwork is increasing with provincial requirements (IEP and ISA).

7. Resources are limited. We depend on School Councils and school fundraising to assist with purchasing resources for special education.

8. Suspensions are of little help. These students require intensive support and counselling. We have one student in our B.E. program who spent last year at home with home schooling. Many of these students transfer a number of times within the system and are placed in regular classrooms at each school.

#21(a)

DOWN
SYNDROME
ASSOCIATION
OF
HAMILTON

POST OFFICE BOX 4457
STATION 'D'
HAMILTON, ONTARIO
L8V 4S7

Mr. Merv Matier
Secretary to the Board
Hamilton Wentworth District
School Board
100 Main Street West
Hamilton, Ontario
L8JP 1H6

Dear Mr. Matier,

The Down Syndrome Association of Hamilton has appointed two members to serve as representatives on the Special Education Advisory Committee for the year 2002.

I am requesting your approval for Mrs. Beverly Pupols to continue as the S.E.A.C. representative, as she has for many years, and for Mrs. Judy Colantino to be the Alternate member.

Our Association is very pleased to have the opportunity to share with other members of the S.E.A.C., and with the Board of Education, with the goal always in mind to help our children receive the best education possible.

Thank you.

Sincerely,

Sylvia Holinaty

Mrs. Sylvia Holinaty,
Vice President

RECOMMENDED ACTION:

It was moved by _____, seconded by _____: That Judy Colantino be appointed the alternate representative of the Down Syndrome Association of Hamilton to the Special Education Advisory Committee.

#21(6)

Dominic Verticchio, Executive Director

the children's aid society

OF HAMILTON-WENTWORTH

January 21st, 2002

OFFICE OF ...
JAN 2 2 2002
DIR...

Mr. Merv Matier
Director of Education and Secretary of the Board
The Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario L8N 3L1

Dear Mr. Matier

Re Appointment to the Special Education Advisory Committee

For the past several years, Ms. Charlotte Vlahovich has been this Society's representative on the Special Education Advisory Committee.

Unfortunately Ms. Vlahovich will be resigning from this committee and I would like SEAC to consider the appointment of Ms. Ann Hughes to the committee.

Given Ms. Hughes' extensive experience and present responsibilities within the Society, I believe that she would be an asset to the Special Education Advisory Committee.

Sincerely

Dominic Verticchio
Executive Director

/a

RECOMMENDED ACTION:

It was moved by _____, seconded by _____: That Ann Hughes be appointed the representative of the The Children's Aid Society of Hamilton-Wentworth to the Special Education Advisory Committee.

copies to Charlotte Vlahovich
Ann Hughes

P.O. Box 1170, Depot 1 (143 Wentworth St. S.) Hamilton, Ontario L8N 4B9
Telephone 905-522-1121 • Fax 905-572-6465 • Intake Fax 905-572-7466 • Legal Fax 905-572-7446

#21(6)

Dominic Verticchio, Executive Director

the children's aid society

OF HAMILTON-WENTWORTH

January 21st, 2002

JAN 22 2002

Mr. Merv Matier
Director of Education and Secretary of the Board
The Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario L8N 3L1

Dear Mr. Matier

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Unfortunately Ms. Vlahovich will be resigning from this committee and I would like SEAC to consider the appointment of Ms. Ann Hughes to the committee.

Given Ms. Hughes' extensive experience and present responsibilities within the Society, I believe that she would be an asset to the Special Education Advisory Committee.

Sincerely

Dominic Verticchio
Executive Director

/a

RECOMMENDED ACTION:

It was moved by _____, seconded by _____: That Ann Hughes be appointed the representative of the The Children's Aid Society of Hamilton-Wentworth to the Special Education Advisory Committee.

copies to Charlotte Vlahovich
Ann Hughes

P.O. Box 1170, Depot 1 (143 Wentworth St. S.) Hamilton, Ontario L8N 4B9
Telephone 905-522-1121 • Fax 905-572-6465 • Intake Fax 905-572-7466 • Legal Fax 905-572-7446

#21(c)

Hamilton Association for Community Living
191 York Blvd.
Hamilton, Ontario L8R 1Y6
Telephone 905-528-0281
Fax 905-528-5156

February 18, 2002.

Mr. Merv Matier,
Director of Education,
Hamilton-Wentworth District School Board,
100 Main Street West,
P.O. Box 2558,
Hamilton, Ontario.
L8N 3L1.

Dear Mr. Matier:

Re: SEAC Alternate.

At the December 2001 meeting of our Board, Mary Robertson was approved as the SEAC Alternate for the Hamilton Association for Community Living.

Ms. Robertson meets all of the necessary criterion for qualification to this position as a public school supporter and resident of the City of Hamilton.

We are seeking the Board's approval of her nomination.

Yours truly,

for Michael Burke-Gaffney,
President.

MBG:mm

RECOMMENDED ACTION:

It was moved by _____, seconded by _____: That Mary Robertson be appointed the alternate representative of the Hamilton Association for Community to the Special Education Advisory Committee.

#22

January 31, 2002

Judith Bishop, Chair of the Board of Trustees,
The Hamilton-Wentworth Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Ms. Bishop,

Re: Dundana School- Potential Closure

It was a pleasure to meet with you today to discuss the status of the above matter. I understand from our discussion that Dundana is no longer on the potential closure list.

It would be greatly appreciated to have an early response to confirm this since Kindergarten enrolment is currently being considered by parents and many still believe the school is being imminently closed.

Yours truly,

B Howell

Beatrice Howell
Chair, Dundana School Council

c.c. Mr. Steve Oulahen, Principal of Dundana School

#23

The Hamilton Wentworth District School Board,

It has just recently been brought to our attention, that a secretary at Ancaster High has been replaced. We feel this is a very large mistake. Mrs. Scouten is a big part of the students' lives at Ancaster High. She encourages the students to be on time, supports us when we're doing things and most importantly she cares about us! We feel not having her here just won't be the same. She does an excellent job when it comes to looking after the students. Mrs. Scouten is always full of smiles, and willing to give honest, caring advice when needed. Just last year, I started at Ancaster High and Mrs. Scouten has made us feel very welcome. We couldn't imagine going into the office in the morning and not seeing her. She has always made us feel good about our selves and set goals for Ashley and I, also the other students at this school. This job is as important to her as she is important to us. Replacing her, we feel it's like taking apart of our school away. She's needed in our lives. Mrs. Scouten is a very warm, caring person she is accepting of everyone here. The best thing for the students at Ancaster High is to keep Mrs. Sue Scouten in our school, so we can continue to feel welcome, to supported, encouraged and most of all to be cared for by a secretary that is a big part of our lives. Please don't take that away.

Yours truly,

Danielle Halasan &

Ashley Weaver

23-1

SUPPORTING STUDENTS AT ANCASTER

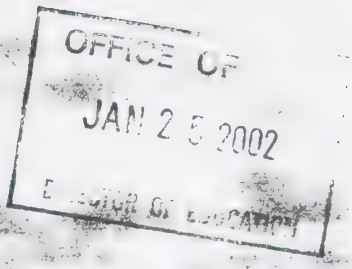
Catharine Ruetch
Geoff MacPherson
Laura Mackenzie
ANDRIS BRACUS
SUE TKACHUK.
[illegible] Kobayashi
[illegible]
Sabrina Quelch
Chris Eyles
[illegible]
MichelleTwiss.
Rachelle Dyment
Nicole Todd.
[illegible]
Nicole Sanden
[illegible]
Eric Gould

Krista Wilson
Desiree Robitaille
Melissa Marion
Jay Clark
Erik Oldfield
Jaclyn Eisenschmid
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Chris Dawson
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S Shiels
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C Krueger
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Jake McDonald
Heather Wilson
TIM JOHNSON
[illegible]
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[illegible]
[illegible]
Sarah Wilson
Ashley Deacon
[illegible]
[illegible]
Kate Elliott

#24

January 17, 2002



The Hamilton-Wentworth District School Board
Mr. Merv Matier
Secretary to the Board
100 Main St. E.,
Hamilton, Ontario

Dear Mr. Matier:

It has come to my attention that Bell-Stone School's allotment of secretarial time has been decreased to .5 from a full time staff position. This news causes very serious concerns and worries for the students, families and staff of our school. As well our school has a Vice-Principal who has a .5 position in our office. I hope it is not your intent to have our Vice-Principal sit at the office to answer the telephone as we are aware depending on the need at either school it is not always possible for him to be there. As well his role is one that requires him to be available to the students and staff in need.

Our school is one, which is located on a busy through road, with an empty office no one would be able to monitor people entering or leaving the building! Our children are all bused to school, who would receive or make the calls if a child is not on the right bus or a bus has been delayed? Who would look after late arrivals, office appointments, parent contacts and phone calls? If a child is hurt or becomes ill, the classroom teacher would have to leave the class and attempt to track a parent! These are all regular constant events that result in a busy school office.

I am concerned for the burden now placed on our Secretary who already has a stressful and busy full day.

I feel that this decision made by the Board to decrease our vital school staff secretarial time will be detrimental to our school and a serious safety violation for the students attending.

I hope that this letter of concern will encourage you to reconsider this decision made at Bell-Stone school. There are many factors to consider when looking for reductions and just looking at the numbers attending is not appropriate.

Respectfully submitted,

D Katz

Debra Katz/Parent

cc. Bruce Wallace/Trustee
cc. John Benjamin/Assembly of School Council & Bell-Stone Chair
cc. Gord Lister/Principal
cc. John Kowarski/Vice-Principal

#25

Ruth Millar

From: Merv Matier <mmatier@hwdsb.on.ca>
To: Ruth Millar <rmillar@hwdsb.on.ca>
Sent: Friday, February 15, 2002 9:51 AM
Subject: Fw: French Immersion in Waterdown

----- Original Message -----
From: Mike Carey
To: mmatier@hwdsb.on.ca
Sent: Wednesday, February 13, 2002 2:58 PM
Subject: French Immersion in Waterdown

Attention: Mr. Merv Matier
Director and Secretary to the Board

Dear Mr. Matier:

It has recently come to our attention that some information regarding a desire for a French Immersion Program in the Waterdown area. I have been asked as a member of the Associate Cluster of Schools for the Flamborough Division to respond to this concern.

The Associate Cluster of Schools for the Flamborough Division is represented by members of the School Councils for all of the schools in our area. We have been in operation with regular monthly meetings regarding concerns which relate to all of the schools concerned, as opposed to individual school concern for quite a few years now.

This issue regarding French Immersion was brought before our cluster and we wish to respond as a complete unit rather than have each school respond individually.

Our concern is quite simple. We respect the desire of these parents to have the program they want in place for their children, HOWEVER, we are in Waterdown, facing a capacity crisis with no availability for this specialized program. Currently the schools are at/near or over capacity. There are thousands of homes scheduled to be built within the next two years, some of which are starting construction this spring. These homes are anticipated to have 1.5 children per home, making an influx of a possible 3,000 children into our already full schools.

When Rajani Rao Peters did her survey at Mary Hopkins School, it was clearly stated on the survey to the parents that should it be approved, a program may be set up somewhere in Flamborough. When considering this program we would ask that you do not set up a program in individual schools but rather pick a school that is under consideration for closing, ie. Sheffield, and give these parents the option to take them to this school. That would redirect a small population from each school, easing up on the individual school, while still allowing a school such as Sheffield to remain open.

We thank you for your time concerning this letter and should you have any further concerns, please feel free to contact me at 905-689-3313 or by email at emmee@sympatico.ca.

I look forward to hearing your response.

Lynda Carey
Associate Cluster of Schools for The Flamborough Division

#26.

David Christopherson, MPP
Hamilton West

February 14, 2002

Hon. Janet Ecker
Minister of Education
22nd Floor, Mowat Block
900 Bay St.
Toronto, M7A 1L2

Dear Minister,

I understand that the Hamilton-Wentworth District School Board wrote to you on January 7th about its limited ability to build new public schools in our district.

I support the Board's request for equal funding to allow it to give equal service to students as its co-terminous board. The Hamilton-Wentworth Catholic District School Board schools are newer; there are more new schools in the growing suburbs, and the Board is able to offer more comprehensive transportation. Four new elementary schools have been built by the HWCDSB in the last four years in the same suburbs where HWDSB also needs new schools notwithstanding the above, the HWCDSB still struggles with major financial challenges. However, to date the HWDSB has only been able to fund one new school.

I urge you to conduct an immediate review of this serious disparity, and provide the Hamilton-Wentworth District School Board with the added funding it needs for adequate public schools in our district.

Sincerely,

David Christopherson, MPP
Hamilton West

c.c. Judith Bishop, Chair, The Hamilton-Wentworth District School Board

554 King Street West, Hamilton, ON L8P 1C2
Tel: 905 529-1277 Fax: 905 529-1280 e-mail: **dchristopherson-qp@ndp.on.ca**

This paper is made from 100% recycled post consumer waste, non-bleached

#26(a)

David Christopherson, MPP
Hamilton West

Hon. Janet Ecker
Minister of Education
22nd Floor, Mowat Block
900 Bay St.
Toronto, M7A 1L2

February 14, 2002

Dear Minister,

I am writing to express my concerns about the serious decline in special education services in the Hamilton region as a direct result of your government's funding cuts.

In 2001-2002 Hamilton-Wentworth District School Board's budget is $364,679,774, or $3.7 million less than in 1997. In spite of annual inflation, negotiated pay increases, and increased energy and gas costs in the four intervening years. Due to budget cuts, the Board was forced to close 20 special education classes last year. Since 1997-98 Hamilton-Wentworth District School Board has gone from a total of 127 special classes to 97.

Your government's funding cuts are particularly devastating given that Hamilton's special education needs are above average. Our district includes a Children's Hospital and a children's treatment center; families who require special services for their children come and live in this area to be near them. In addition, Hamilton has the second highest poverty rate after Toronto, 27% of children in Hamilton are living in poverty. The Centre for Children at Risk has shown how children living in poverty are at a high risk of needing special education. Early identification programs in the district are finding more students with problems, yet fewer of them are receiving sufficient support at school. There has been a substantial waiting list for several years for speech and language pathologists and psychologists.

The numbers of students in each class have also increased. Many students with impulsive, communication and behaviour issues have had their Educational Assistant time cut to half. Others with developmental disabilities have had their hours cut to 1/3 or even zero. The average number of elementary students per Learning Resource Teacher has increased from 218 to 239.

As you know, I have raised these issues many times in the Legislature. These facts are a clear indictment of your Ministry's complete failure to provide adequate special education services to children in our Region. The situation is now so desperate that Boards across the province are being forced to take funds from other under-funded areas

....2/

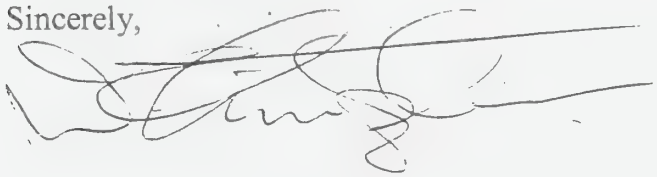
554 King Street West, Hamilton, ON L8P 1C2
Tel: 905 529-1277 Fax: 905 529-1280 e-mail: **dchristopherson-qp@ndp.on.ca**

This paper is made from 100% recycled post consumer waste, non-bleached

to try to bridge the gap and keep special education services going. You have knowingly allowed the situation to deteriorate to the point where we now have a crisis. Your Ministry must act immediately and provide emergency funding for these services.

Please let me know as soon as possible what steps you are taking to alleviate this crisis.

Sincerely,



David Christopherson, MPP
Hamilton West

c.c. Ms Vicky Wylson Sher, Chair, the Hamilton-Wentworth District School Board Special Education Advisory Committee

Mr. Matier, Director of Education and Secretary
Hamilton-Wentworth District School Board

URBAN MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE
Monday, March 18, 2002

6:30 p.m. **AGENDA** **6:30 p.m.**

1. Call to Order — R. Woodworth
2. Approval of the Minutes of February 11, 2002
3. Business Arising from the Minutes
4. Approval of Agenda

DELEGATION

5. J. Brennan, Chair, Pleasant Valley School Council re Reduction to Secretarial Time

PRESENTATION: Kindergarten Video

URBAN MUNICIPAL
MAR 19 2002
GOVERNMENT DOCUMENTS

I ACTION ITEMS:

Program

6. Alternative Diploma Proposal — K. Croxall

Human Resources

7. Occupational Health and Safety Policy — M. Matier

Resource Allocation

8. Hydro Privatization — R. Barlow
9. Extra Fees Charged by High Schools — R. Barlow

Relationships

10. Draft Policy - Quarter Century Service Recognition — M. Matier

Communication

Nil.

Governance

Nil.

Accommodation

11. Templemead Stakeholder Group — D. Grant
12. Templemead Day Care Proposal — D. Grant
13. Re-organization of Hess Street School – JK to Grade 8 Model — C. Reid/J. Wibberley

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Future Meetings:

Board	Monday, March 25, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, March 27, 2002	7:00 p.m.

II MONITORING ITEMS: (see yellow)

Human Resources

14. Staffing Report – Full-Time Equivalent Positions — D. Grant

Resource Allocation

15. 2001/2002 Financial Report – January 31, 2002 — D. Grant
16. The Hamilton-Wentworth District School Board Foundation Audited Financial Statements – August 31, 2001 — M. Matier / I. Polidori
17. The Hamilton-Wentworth District School Board Foundation Administrative Costs — M. Matier / I. Polidori

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III INFORMATION ITEMS: (see pink)

18. Status of Delta Secondary School — W. Joudrie
19. Status of Dundana School re Potential Closure — M. Matier
20. Correspondence re Secretarial Staff in the Schools
    (a) B. Veenstra, J. Benjamin, L. Burrows
    (b) N. DelSordo
    (c) P. Van Horne
    (d) B. Dexter
    (e) J. Gardiner

Public Questions for Clarification

Future Meetings:

Board	Monday, March 25, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, March 27, 2002	7:00 p.m.

MINUTES OF THE COMMITTEE OF THE WHOLE
Monday, February 11, 2002

Those present: Judith Bishop (Chair), Robert Barlow, Wes Hicks, Eleanor Johnstone, Wayne Marston, Ray Mulholland, Lillian Orban, Laura Peddle, Ian Thompson, Bruce Wallace and Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), K. Bain (Superintendent of Education), M. Botting (Superintendent of Student Services), N. Campbell (Superintendent of Education), K. Croxall (Superintendent of Program & Assessment), D. Grant (Superintendent of Business & Treasure), W. Joudrie (Superintendent of Education), C. Reid (Superintendent of Education) and J. Wibberley (Superintendent of Education).

Also in attendance:
L. Veerman, Manager of Budget

1. Call to Order
R. Woodworth called the meeting to order at 6:30 p.m.

2. Approval of the Minutes of January 14 and 21, 2002

It was moved by E. Johnstone, seconded by W. Marston: That the minutes of January 14, 2002 be approved.

L. Peddle asked that a correction be made on page 6, paragraph 11 be changed to "the first step of the action plan".

To the motion as amended, **CARRIED,** 10 in favour, 1 abstention.

It was moved by L. Orban, seconded by W. Hicks: That the minutes of January 21, 2002 be approved.
CARRIED UNANIMOUSLY.

3. Business Arising from the Minutes
Nil.

4. Approval of Agenda
Added items:
10. Selection Process for Filling Vacancies on Executive Council – page 10-8
10a). Delta Evening of Music – Alcoholic Beverages on School Premises Request

It was moved by W. Marston, seconded by L. Peddle: That the agenda be approved as amended. CARRIED UNANIMOUSLY.

DELEGATIONS

5. Norwood Park School Council – L. Jaanimagi
L. Jaanimagi, School Council Chair of Norwood Park School presented the report and advised members that the School Council supports the recommendations in the French Immersion Report. She then listed the following concerns:

- there is risk of closure of the program in some schools
- 100% of the French Immersion allotment of funds should be used for French immersion
- there aren't enough qualified French Immersion teachers
- would like to see transportation for all French Immersion students

L. Orban stated that the Norwood Park School Council is one of the most viable for advocacy for the French Immersion Program. She asked for the projected enrolment of the program, at which sites the program was offered and if transportation was available.

K. Croxall responded there are approximately 1300 students in the French Immersion Program. She stated it is difficult to project the future numbers for the program. She added that transportation is not offered.

L. Orban referred to joint transportation with the Catholic Board and asked if this is a major focus for the Norwood Park School Council. L. Jaanimagi responded that is not the major focus; however, they would appreciate any transportation that may be offered.

L. Orban thanked L. Jaanimagi for her presentation.

B. Wallace asked whether there had been any dialogue with the Catholic Board as to how they handle their transportation with respect to French Immersion. L. Jaanimagi responded the Catholic Board utilizes a shuttle bus from the neighbourhood school to the French Immersion School.

R. Woodworth thanked the presenter.

6. Canadian Parents for French – Hamilton-Wentworth Chapter

D. Alex made his presentation on behalf of Canadian Parents for French. He noted their concerns that if the program does not provide transportation it may be seen as elitist as those parents without a vehicle would be unable to provide transportation for their children. He added the province provides $295.00 per pupil grant for French Immersion and if more students were to enroll in the program it would be a win-win situation.

R. Woodworth thanked the presenter and asked how long the Canadian Parents for French had been in existence. D. Alex responded they have been in existence since the 1980's.

D. Alex, responding to a question, stated the $295.00 figure was provided to him by the executive of CPF and he was uncertain where they got the number.

E. Johnstone suggested that maybe the $295.00 could be used for transportation.

L. Orban asked for clarification as to the bilingual learning resource teacher support.
D. Alex responded that while language might not be the difficulty for a student who experiences academic difficulties yet they are moved back to English classes and this is unfortunate.

R. Woodworth thanked the presenter.

I ACTION ITEMS:

Program

7. French Immersion Review Report

It was moved by I. Thompson, seconded by B. Wallace: That the recommendations of the French Immersion Review Committee be directed to administration for implementation where/when feasible, in concert with the Strategic Directions of the Board.

W. Marston asked for clarification as to whether the motion is stating the Board is supporting French Immersion and the route it is taking or if the Board is only supporting French Immersion where and when it is feasible.

M. Matier responded that this is suggesting that some of the recommendations in this report can be implemented with no additional costs. Other recommendations requiring more study would be brought back for further discussion.

R. Barlow asked when the enrolment in French Immersion peaked.

K. Croxall responded there were numbers as high as 1600-1650 students in French Immersion back in the early 1990's; however, that may have been even higher in the 1980's.

R. Barlow asked if the Board has ever offered transportation for this program. R. Woodworth responded that neither of the former Boards offered transportation for French Immersion.

R. Barlow asked for the number of sites French Immersion is offered in our Board. K. Croxall responded there are 10 elementary sites and 2 secondary sites.

In response to a query, D. Grant clarified the grant for 2001/2002 for a full time French Immersion student is $295.00 and this is for French as a Second Language.

R. Barlow asked how we are currently using this money and whether it could be used toward transportation for French Immersion students.

D. Grant responded there is a page in the Resource Allocation Summary – Update report (item # 14) referring to the allocation of that money.

K. Croxall explained there were only nine Grade nine students registered for French Immersion at Sherwood this year. This was a small number of students to offer the program and it put pressure on other courses offered at Sherwood. Realistically speaking, the program requires approximately 80 students to carry on. This could mean the program at Sherwood Secondary School might be phased out.

K. Croxall advised trustees that Executive Council will review the French Immersion recommendations on February 19, 2002 and bring specific actions forward to Committee. She hoped this could be done by March 2002.

L. Peddle stated she would feel more comfortable supporting the recommendations knowing they would go through a process.

W. Hicks asked for clarification as to whether the recommendations in the report to be implemented immediately would be at no cost to the Board.

M. Matier clarified that any recommendations to be implemented now would have to be within the resources of this year's budget.

W. Hicks noted we could have already aligned resources in different areas. He then asked how Executive Council would handle the costing of this report and when that would be brought to trustees, for example, transportation.

M. Matier responded that Executive Council will be considering these recommendations next Tuesday and there will be impacts that haven't yet been examined. He hoped that by March 2002 this information could be brought to Committee.

K. Croxall sensed that trustees would prefer to make a general statement for French Immersion rather than specific recommendations. She has discussed transportation for French Immersion with D. Sage and at this point it is difficult for him to project costing. She suggested the recommendation be changed to what can be implemented immediately and what needs to do be done long-term with respect to the allocation of resources.

W. Hicks suggested listing Models A, B and C and trustees can then look at the most cost effective way to go.

J. Bishop commended Superintendent Croxall on the thoroughness of this report. Every school council that has a French immersion program has had a chance for input and there have been many meetings. The Board has some really strong French Immersion Programs with low enrolment and those small classes are becoming costly to the Board. She added reduction and consolidation could save money and make a stronger program. Consideration for transportation should be given if programs are consolidated to one geographic area.

D. Grant responded that $3.00 per day could be the average transportation cost to transport French Immersion students.

E. Johnstone noted we have two vocational schools in the city where students are looking for transportation. The Board needs to be fair to all students in the system if it is going to consider transportation.

I. Thompson spoke in support of the French Immersion Program. He felt it was essential to support the program in any way possible.

B. Wallace noted the Hamilton-Wentworth Catholic District School Board wasn't included in the survey. K. Croxall responded they didn't respond to the survey.

K. Croxall indicated that they have provided this report to all School Boards that returned the survey to our Board as they may be doing a survey as well.

B. Wallace suggested a copy be sent to OPSBA. He suggested thinking about working with the Separate Board in terms of providing one top notch French Immersion Program.

K. Croxall responded it is easier to get a French Immersion Credit in the Separate Board as they receive a credit for Religion. She didn't know how that would work in a joint program.

At this time, I. Thompson withdrew his motion.

It was moved by L. Peddle, seconded by W. Marston: That The Hamilton-Wentworth District School Board receive the report of the French Immersion Review and direct staff to continue to develop improvement strategies in keeping with the timelines outlined in the report. Specific recommendations around implementation, including both equity and costing impacts, will be brought back to the Committee of the Whole for approval.

L. Orban asked if this motion would address transportation according to the transportation policy. Specifically that French Immersion is a Program of choice and there are other groups with concerns around transportation.

L. Peddle responded that the intent is that the timelines are there. Nothing is going to be approved until there are specific recommendations.

M. Matier added if there were to be any changes to current transportation service outside of the existing policy this would be brought back to trustees for approval.

R. Mulholland pointed out the key issue is transportation. The other recommendations seem to be strongly in favour of enhancing the program. He suggested letting the officials deal with all recommendations except the transportation. When all other recommendations have been dealt with then that will be the time to decide whether or not to support transportation to the program.

M. Matier, in clarifying, stated that any issue with a financial impact would come back to trustees.

L. Orban wondered if the French Immersion allotment has previously been distributed but would now be only toward French Immersion in order to save the program makes this a serious issue.

It was moved by B. Wallace, seconded by W. Marston: That the question be called. CARRIED UNANIMOUSLY.

To the motion, **CARRIED UNANIMOUSLY**.

8. Alternative Education Review Committee Report

It was moved by L. Orban, seconded by J. Bishop: That the report of the Alternative Education Review Committee be endorsed and referred to administration.

J. Wibberley outlined the report. He introduced R. Hart, Vice-Principal, Westdale who chaired the Alternative Education Committee and was very passionate about this subject. The report has a definition of alternative education, which was not an easy task. The framework is in alignment with the strategic directions and the Committee hopes these recommendations will allow for a natural needs based evolution of alternative education program.

J. Wibberley highlighted the need for an administrator as much of what needs to be done cannot be done without an administrator in place.

R. Barlow felt this was a very important report and he supported the idea of a principal to manage this issue.

J. Bishop thanked Superintendent Wibbereley for the report. Previously there has been a fragmented approach to this issue. She then asked if and when an administrator is appointed if this will be brought back with an impact statement.

M. Matier clarified this report is similar to the French Immersion Report. If there were to be a negative impact on how schools are resourced this information would be brought to trustees.

R. Mulholland referred to page 8-44 and asked if this report refers in any way to either Mountain or Parkview Schools.

J. Wibberley responded this Committee did not deal with vocational schools and this report is in no way intended to speak to those two schools.

L. Orban referred to the language, specifically there is alternative education or alternative program. Stating she believed that alternative education would be different that alternative programs. L. Orban asked if the principal of the alternative education program would be involved with the essentials program.

J. Wibberley responded that is correct. This principal would administer only alternative programs defined in this report. In the past there has been some confusion around the word "alternative". This report speaks only to alternative education.

To the motion, **CARRIED UNANIMOUSLY**.

Governance

9. Trustee Concern – Newspaper article in The Hamilton Spectator Feb. 5, 2002

L. Orban referred members the article in The Hamilton Spectator on February 5, 2002. She asked the Director to clarify that the Board will continue to have 12 members of Executive Council only the status change for the Controller of Plant from a Superintendent.

M. Matier clarified this article is not an accurate reflection of what is actually taking place. The Controller of Plant Services and the Executive Officer of Human Resources will report to the Director and will have similar responsibilities to the rest of Executive Council therefore keeping the current number of Executive Council members.

L. Orban stated the Board is restructuring and looking at role descriptions in a different way. This is to the benefit of smoother operations in our schools. The Board would not leave the system short-handed, rather, look at ways to be more efficient.

B. Wallace stated it is easy to criticize The Hamilton Spectator and the radio station; however, some members at the table did not understand the structure at the previous meeting and the reporter may have misunderstood. He felt trustees needed to be clear.

10. Selection Process for Filling Vacancies on Executive Council

B. Wallace thought we had a process in place and asked that this be referred to the Chair and Vice-Chair of the Board to survey fellow trustees if they had any changes to the Selection Process.

> **It was moved by B. Wallace, seconded by R. Barlow: That the Chair and Vice-Chair survey trustees regarding the Selection Process.**
> **CARRIED,** 8 in favour, 1 abstention.

M. Matier referred members to page 10-8, which provides an overview that reflects the response to the advertisements. The Controller of Plant position had 32 applicants and this has been broken down by qualifications.

In response to a query, M. Matier stated that five of the applicants for the Controller position are internal and two of the nine candidates for the SOE position are internal.

10a). Delta Evening of Music – Alcoholic Beverages on School Premises Request

It was moved by L. Orban, seconded by B. Wallace: That the request to have alcoholic beverages on the school premises at Delta Secondary School during the evening of Friday, February 22, 2002 be approved.
CARRIED, 8 in favour, 2 opposed.

II MONITORING ITEMS:

In response to a query, M. Matier clarified the term "Monitoring" came out of the trustee workshop with Dr. Sloan. These are items that are observed in order to see trends rather than items where a decision is needed.

Program

11. Mathematics Survey Report

J. Bishop commended K. Croxall and her staff for this is the first time there has been such a thorough report relating to EQAO strands and commended K. Croxall on an excellent report. Identified very real difficulties.

K. Croxall introduced W. Hahn, Secondary School Special Assignment teacher who prepared the report.

J. Bishop commended the thoroughness and use of further information.

E. Johnstone asked if the Board would receive a follow-up report re Mathematics.

K. Croxall responded that two years ago a report with a three-year cycle was proposed. This was brought back to Board and changed because of the focus on Literacy. Although communications and problem solving in math are weak and these areas will continue to be a focus.

K. Croxall responded a report regarding Math will probably not be brought forward again, rather, the monitoring of Literacy with Mathematics as a part.

E. Johnstone noted that in reading the bottom of page 11 she assumed there would be another report.

K. Croxall clarified there will be recommendations that follow; however, in light of reduced resources she hoped the Board would first be able to see an improvement in our EQAO results.

> Monitoring Statement: Analysis of The Hamilton-Wentworth Mathematics Survey results has identified general trends and patterns requiring system and school level response as outlined in the recommendations contained in the Report.

Human Resources

11. Staff Report – Full Time Equivalent Positions

D. Grant highlighted the report.

> Monitoring Statement: The number of full-time equivalent positions in place for the Board as of January 31, 2002 is consistent with the number anticipated.

Resource Allocation

12. 2001/2002 Financial Report – December 31, 2001

D. Grant highlighted the report.

Monitoring Statement: Budget to actual trends that have been identified to date are outlined on page two of the report.

13. 2001/2002 Resource Allocation Summary - Update

L. Orban noted we are experiencing a deficit that may escalate and asked for clarification.

D. Grant referred to page 15-2 stating this shows a shortfall in enrolment projection and downsizing for secondary school staffing. Those two elements together would result in a deficit.

L. Orban noted that even with all the rescheduling the Board has gone through there is still a problem.

D. Grant clarified that is correct. The actual enrolment numbers vs. the projected enrolment shows the decrease in the system.

J. Bishop noted the Board is continuing to use the foundation grants and now because of a decline in enrolment she thinks this highlights how long we can go on using funds are legitimately for ESL.

Monitoring Statement: The 2001/2002 Resource allocation Summary has been updated to reflect changes in expenditures, revenues, staffing as at October 31, 2001, and projected staffing as at March 31, 2002.

Public Questions for Clarification

A member of the audience asked if the Board would also consider the impact study if we promote the French Immersion Program and then in two years decide to close the program. She noted the impact study should be long term. She then asked when parents will be informed if the French Immersion Program is to closed at a specific location.

K. Croxall responded that if the program at Sanford School were to close then along with that would have to be catchment areas. This will be brought back at the same time as the decision to phase out the program. K. Croxall further added that there hasn't been a Kindergarten French Immersion program at Sanford and this area may naturally be phasing out.

It was moved by E. Johnstone, seconded by W. Marston: That the Committee meet in-camera.
CARRIED UNANIMOUSLY.

The meeting then adjourned at 8:26 p.m.

kc

#6

The Hamilton-Wentworth District School Board.

MEMORANDUM

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Program and Assessment
Date: March 7, 2002
Re: **Alternative Diploma Proposal**

Approved for distribution by the Director
Signature: M Matier
Date: 13 | 03 | 02

Recommended Action

Moved by _____, seconded by _____ that The Hamilton-Wentworth District School Board support the continued consultation and work being done toward the implementation of the District School Board Diploma for Employment and the District School Board Graduation Certificate including the Literacy Portfolio, Skills Passport or Skills Tool Kit, and Experiential Learning components as an opportunity additional to the OSSD (Ontario Secondary School Diploma) for those students desiring such additional options.

Moved by _____, seconded by _____ that The Hamilton-Wentworth District School Board join with other school boards to petition the Ministry to incorporate this proposal into provincial policy as a means of addressing the needs of a significant portion of our student population.

Rationale

The proposal outlined in the attached reports will allow the board to program to meet the needs of a significant number of students who are "at risk" in our secondary schools because they are unlikely to be able to earn an Ontario Secondary School Diploma under the current Secondary School Reform curriculum and the Ontario Secondary School Literacy test.

Although the collaborating boards have done significant work on this proposal to bring it to this stage, further consultation and work is required before implementation. As a first step the recommended actions will provide Hamilton-Wentworth District School Board personnel with Board support for continuing work with partner boards and further consultations as outlined in the "Report from District Council, February 14, 2002" (attached). Ultimately it is hoped that this joint action on the part of boards may convince the Ministry of Education to recognize the work being done independently (in a Ministry vacuum) to meet the needs of all our students and ensure that they can take their place as responsible, productive and employable citizens.

Alternative Diploma Proposal Reports

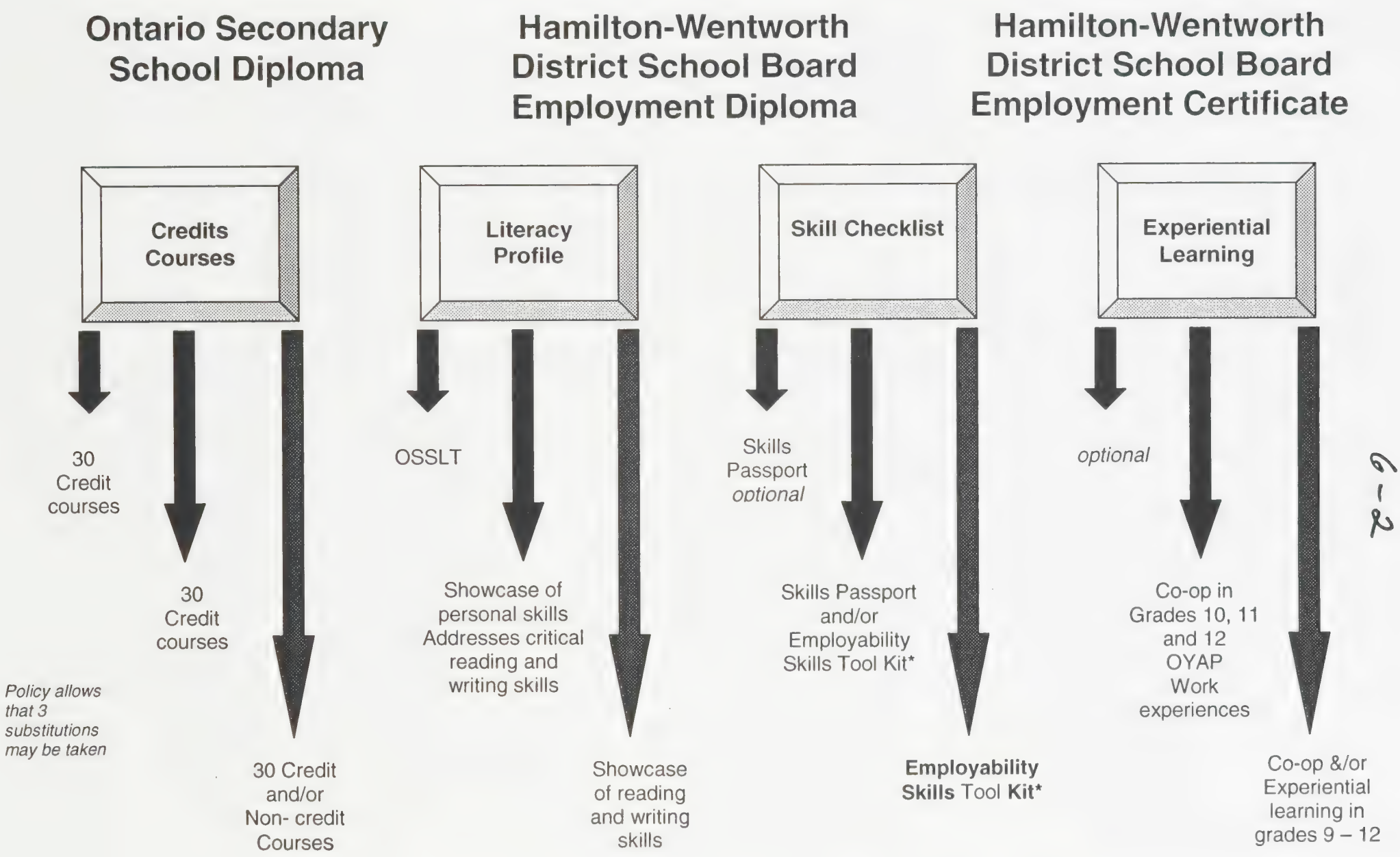
1. Model for Alternatives to the OSSD developed by 20 regional School Boards (charts)
2. A Proposal for the Recognition of the Achievement and Skills of Students at Risk in Ontario Secondary Schools
3. Proposal for the Development of a Literacy Portfolio (Profile)
4. Report from District Council, February 14, 2002

Executive Summary of the Alternative Diploma Proposal

- Approximately twenty district school boards from the GTA are working together to provide alternatives for a group of students with certain learning needs and abilities who may not be successful in earning a diploma in high school under the new Secondary School Reform curriculum and the requirement of the OSSLT (Literacy Test).
- At the present time the Ministry recognizes only **one** diploma (the OSSD). Students who do not complete diploma requirements can attain an Ontario Secondary School Certificate (OSSC) based on 14 credits or a Certificate of Accomplishment (0 –14 credits).
- A clear pathway with consistent standards of achievement must be provided to meet the needs of these students and to recognize their achievement as an alternative to the Ontario Secondary School Diploma. Such a pathway and alternative diploma will encourage students to remain in school (instead of "dropping out") and help them demonstrate to employers the specific skills necessary for employment. The current certificates available to students who do not achieve the OSSD are not sufficient to do either. Boards must implement this proposal in a standard and consistent manner in order to ensure that employers recognize the value of this alternative diploma.
- Earning a DSB Diploma for Employment or a DSB Graduation Certificate would be dependent upon the demonstration of four components (see attached chart):

    1. Course work: 30 credits (DSBDE) or combination of credit and non-credit courses (DSBGC);
    2. Literacy Portfolio;
    3. Skills Checklist (Ontario Skills Passport or Conference Board Employability Skills Tool Kit);
    4. Experiential Learning (Co-op/Work Experience Record of Participation and Achievement).

Model for alternatives to the OSSD developed by 20 regional School Boards



Each of the above includes **40 hours of community service**

All students will be encouraged to participate in the OSSLT (if possible)
All students may also obtain either the OSSC (14 credits) or the Certificate of Accomplishment (0 – 14 credits)

*Conference Board of Canada

Model for alternatives to the OSSD developed by 20 regional School Boards

Hamilton-Wentworth District School Board Employment Diploma

Hamilton-Wentworth District School Board Employment Certificate

Ontario Secondary School Diploma

*Each of the above includes the components indicated below and **40 hours of community service***

Credits/ Courses

Credit and/or Non- credit Courses

Credit courses

4 English/t Literacy 3 Math 2 Science 1 Canadian Studies 0.5 Civics 0.5 Careers 1 Arts 2 Physical Education 1 Learning Strategies or Literacy or Math 4 Employ-ment-related 11 Optional	4 English 3 Math 2 Science 1 Canadian Studies 0.5 Civics 0.5 Careers 1 Arts 1 Physical Education 1 French 3 Additional (group 1, 2, 3) 12 Optional credits

Literacy Profile

Showcase of reading and writing skills

* descriptive paragraph * short answer related to health and safety issue * incident report * opinion essay * reflective writing piece	**OSSLT** ***Literacy Profile pieces optional***

Skill Checklist

Employability Skills Tool Kit *

And/or Skills Passport

Communication Manage information Use numbers Think & solve problems Demonstrate positive attitudes & behaviours Be responsible Be adaptable Learn continuously Work safely Work with others Participate in projects & tasks	*optional*

Experiential Learning

Co-op in grades 11 or 12 Multi-credit co-op in grades 11 and 12 OYAP Work experience Virtual work experience School-work transitions programs Job twinning Job shadowing	*optional*

Policy allows that 3 substitutions may be taken

*Conference Board of Canada

All students will be encouraged to participate in the OSSLT (if possible)

All students may also obtain either the OSSC (14 credits) or the Certificate of Accomplishment (0 – 14 credits)

A PROPOSAL FOR THE RECOGNITION OF THE ACHIEVEMENT AND SKILLS OF STUDENTS AT RISK IN ONTARIO SECONDARY SCHOOLS

Background and Rationale

A representative group of educators from approximately twenty district school boards of education from across the GTA met on December 9, 1999 in Halton to discuss a number of common concerns. The issues all related to that segment of our school population that we know is facing, and will continue to face, significant challenges as a result of the new Secondary School Reform curriculum. With the support of the Toronto and Area District Council, a subcommittee of this initial group was struck to address these issues. The proposal outlined in this report is the result of the work of this subcommittee.

Our group is concerned that, under the new Secondary School Reform curriculum, many students will struggle to find a meaningful and recognized pathway through high school, and that many will not be successful. Our concern for these students is further reinforced when we hear that many industries and post-secondary training programs throughout the province will not even consider an application without a high school diploma, although the applicant may have other appropriate preparation and certificates. Increasingly, we are hearing concerns expressed by parents, parent groups and trustees that confirm our apprehensions.

There are a great many students in Ontario whose needs will not be met by pursuing any of the currently available pathways to the newly-defined O.S.S.D. Some are students whose learning needs make it next to impossible to earn all of the compulsory credits at the applied level in grade nine and ten, yet who are capable of achieving success in the grade 11 and 12 workplace destination courses. Others are students with skill and interest in practical hands-on subjects whose lack of interest and ability in the traditional academic focus in secondary school will prevent them from completing the diploma requirements. Still others are students who have been out of the school system for a period of time and wish to return to obtain employment skills that will get them a job.

Of particular concern are those students who will be unable to pass the Ontario Secondary School Literacy Test as it is currently administered, despite having many of the literacy skills required for certain workplace settings. Under current OSS requirements, these students will be ineligible to receive their graduation diploma.

We believe that all of these students are capable of obtaining both general work and employability skills, and skills specific to a particular economic sector. With these skills, they can become productive and contributing members of society. Many students prepare for direct entry into the workforce by completing a number of courses specific to a particular field of employment. Students who specialize in this manner should have their efforts recognized and their skills and knowledge endorsed.

There is a clear recognition in OSS of the importance of school-to-work transition programs. However, failure to earn the diploma as defined in OSS will prevent many students from achieving their career goals. Therefore, it is essential that there be a pathway to a diploma that will meet the needs of these students, while ensuring that a consistent standard of achievement is met. We know that there is more than one method of achieving any learning expectation.

Similarly, there must be more than one pathway leading to the successful completion of a secondary school diploma.

As long as the proposal outlined here is not part of provincial policy, boards, schools, and teachers will continue to encourage and support all students in the writing of the Ontario Secondary School Literacy Test. As well, although some students will be unable to earn the OSSD, all students will be encouraged to continue to work toward it.

The proposal outlined in this report is intended to accomplish two goals: first, it will allow boards and schools to program for the short-term needs of students; and, secondly, it will provide the Ministry with viable options to consider as it reviews the effectiveness of the new Ontario Secondary School curriculum.

Proposal

It is proposed that students choosing to enter the world of work have an opportunity to earn, in addition to the OSSD, a District School Board Diploma for Employment, accompanied by a Skills Portfolio. Where a student is unable to earn the OSSD and/or the DSBDE, they may earn a District School Board Graduation Certificate, also accompanied by a Skills Portfolio. The Skills Portfolio will include:

THE SKILLS PORTFOLIO

1. (A) _____ **District School Board Diploma for Employment** with identified compulsory credit courses, OR
   (B) _____**District School Board Graduation Certificate** (see below)
2. A Literacy Portfolio
3. A Skills Checklist (Ontario Skills Passport or Conference Board Skills Tool Kit)
4. A Co-op/Work Experience Record of Participation and Achievement

For those students who are unable to earn some or all of the required credits, or who are working on "K courses", the board will provide recognition of courses and hours undertaken through the Graduation Certificate as described below.

The same opportunities for modification and accommodation would be available for Special Education students as described in OSS.

1. (A) The District School Board Diploma for Employment

Key features

It is recognized that a number of students may require more than four years, due to maturity, or the necessity to take more time with some programs.

The suggested requirements for the Diploma for Employment are shown below:

Compulsory Credits

Diploma for Employment	OSSD
✓ 4 English/Literacy	✓ 4 English
✓ 3 Math	✓ 3 Math
✓ 2 Science	✓ 2 Science
✓ 1 Canadian Studies *	✓ 1 Canadian Geography
✓ .5 Civics	✓ 1 Canadian History
✓ .5 Careers	✓ .5 Civics
✓ 1 Arts	✓ .5 Careers
✓ 2 Physical Education	✓ 1 Arts
✓ 1 Learning Strategies, or additional literacy or additional math	✓ 1 Physical Education
✓ 4 Employment-related	✓ 1 French
✓ 11 Optional credits	✓ 3 Additional (group 1, 2, 3)
	✓ 12 Optional credits

Policy also allows that 3 substitutes may be taken.

Optional Credits (Total of 11)

In addition to the 19 compulsory credits, students must earn eleven optional credits. The credits may be grouped into areas of specialization organized around skills needed in the world of work.

Employment-Related Studies

Students will be required to complete 4 credits in an employment-related field. Many students will choose to specialize within a particular field of employment. These may include credits earned through co-operative education. Co-operative education studies will help students develop the knowledge, skills, and attitudes essential in today's workforce. These courses will also be an important component of a school-to-work plan.

Joint planning by the educational and business communities is required to ensure the identification and delivery of appropriate Ministry curriculum expectations.

Community Involvement Activities

As part of the Diploma for Employment, students will be required to complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary program.

The community involvement requirement is designed to help students develop the awareness and understanding of civic responsibility and the role they can play in supporting and strengthening their communities, and to provide students with the skills necessary to effectively

* Canadian History or Geography, or a locally developed hybrid

move from a school setting to a community setting. There may also be opportunities for students to experience employment-related settings.

Or

1. (B) **The District School Board Graduation Certificate**

Many students will be unable to earn credits because curriculum expectations may be significantly modified in order to meet their needs. Much, or all of their program may be "K courses" or alternative non-credit courses. A Graduation Certificate will be defined and developed in order to appropriately recognize the studies undertaken by these students. This certificate, in addition to the other components of the Skills Portfolio, will provide concrete recognition of each student's skills and learning. This will be a valuable tool and asset in seeking employment.

2. A Literacy Portfolio

The purpose of the Literacy Portfolio is to provide students with opportunities to "showcase" many of the key literacy skills they have developed in their academic, technological studies, and co-op programs. Because programs and course offerings differ from one jurisdiction to the next, the Literacy Portfolio will be designed as a generic instrument, with common elements that individual school boards, schools, and classroom teachers can modify to meet their needs.

The Literacy Portfolio will serve as both an assessment tool and a repository for students' demonstrations, performances, and reflections. Although tasks will not in any way replicate those used in The Ontario Secondary School Literacy Test, they will address the critical reading and writing skills assessed by the OSSLT. Tasks will be cross-curricular in nature, and linked as closely as possible to both the employability skills valued by the Conference Board of Canada and Ontario Skills Passport, and to the work students do in their academic, technological studies, and co-op programs, with an emphasis on the last two areas, where many struggling students excel.

Although the Literacy Portfolio will specify required components and tasks, tasks will offer students a wide range of choices and examples. Work samples and "exemplars" will be included where appropriate, as well as checklists and tracking sheets to help teachers and students monitor progress.

The Literacy Portfolio will be designed as an attractive folder (2 or 3 sections) with clearly-marked sections that can be used easily and flexibly by teachers and students. In addition, it will include clear instructions for teachers and students, along with helpful "tips" for using, storing, tracking, and presenting the portfolio.

3. A Skills Checklist (Ontario Skills Passport or Conference Board Employability Skills Tool Kit)

In conjunction with the Conference Board of Canada's Employability Skills Tool Kit, the Toronto District School Board has customized the Tool Kit for those students presently experiencing difficulty succeeding with traditionally designed programs.

The Employability Skills Toolkit contains a complete program designed to allow students to identify and explore their employment attributes, to plan steps to enhance them, to implement and practise them and, finally, to document and market them. The key areas of concentration are: communication, managing information, using numbers, problem solving, positive attitudes and behaviours, being responsible, being adaptable, learning continuously, working safely, working with others, and participating in projects and tasks. Students' employability skills are developed and enhanced. As a result, students have an increased ability to acquire employment, to stay employed, and to become more mobile in the world of work. The benefits to students and to our society are immense.

Our program allows students to take responsibility for developing their employability skills: to understand the skills that employers are looking for, to self-assess their employability skills, to set manageable skills-development goals for themselves, to gain self-confidence, to market themselves, and to take positive steps and actions to make the transition to the world of work.

4. A Co-op/Work Experience Record of Participation and Achievement

Experiential learning, a combination of in-school and out-of-school learning, is an integral and essential component of the Diploma for Employment. All forms of community-based learning, including job shadowing, job twinning, work experience and co-operative education, are valuable components of a student's learning experience and preparation for work. For students intending to enter the work force directly after secondary school, experiential learning allows them to complete the diploma requirements, develop employability and industry-specific skills, and obtain workplace experience.

The co-operative education program within the Diploma for Employment will follow the policies and procedures outlined by the Ministry of Education for all Co-operative Education programs. In addition to other requirements, students will have a School-Work Transition plan and maintain a record of work experience.

ALTERNATE DIPLOMA

PROPOSAL FOR THE DEVELOPMENT OF A LITERACY PORTFOLIO

Background and Purpose:

The Alternate Diploma is being developed for those secondary students who earn 30 credits, but who will not be eligible to graduate with an Ontario Secondary School Diploma. These students may, for various reasons, be unable to complete the destination-bound courses required by OSS regulations. Others may, indeed, complete course requirements, but may be unable to complete the Ontario Secondary School Literacy Test successfully. Still others will manage to complete a credit package that includes a variety of essential, locally developed and non-credit courses. The Alternate Diploma will provide these students with a tangible demonstration of their accomplishments, as well as evidence of their skills that they can use for post-secondary employment.

Regardless of their post-secondary destinations, all students will need to demonstrate and use literacy skills for personal and workplace success. The purpose of the Literacy Portfolio component of the diploma is to provide students with opportunities to "showcase" many of the key literacy skills they have developed in their academic, technological studies, and co-op programs. Because programs and course offerings differ from one jurisdiction to the next, the Literacy Portfolio will be designed as a generic instrument, with common elements that individual school boards, schools, and classroom teachers can modify to meet their needs.

Characteristics of the Literacy Portfolio:

The Literacy Portfolio will include the following characteristics.

- It will serve as both an assessment tool and a repository for students' demonstrations, performances, and reflections.
- It will be designed as an attractive folder (2 or 3 sections) with clearly-marked sections that can be used easily and flexibly by teachers and students.
- It will include clear instructions for teachers and students, along with helpful "tips" for using, storing, tracking, and presenting the portfolio. It will also provides suggestions for supervising the work within a school, determining which staff members and subject areas to involve, etc.
- It will not specify grade levels, to allow students to compile evidence of their accomplishments and skills at various grades. If the Literacy Portfolio is to

function as a "showcase" or "exit" portfolio and include "best" work, much of the work will most likely be completed and included in the senior grades.

- Although tasks will not in any way replicate those used in The Ontario Secondary School Literacy Test, they will address the critical reading and writing skills assessed by the OSSLT.

- Tasks will be cross-curricular in nature, and linked as closely as possible to both the employability skills valued by the Conference Board of Canada and to the work students do in their academic, technological studies, and co-op programs, with an emphasis on the last two areas, where many struggling students excel.

- Although the Literacy Portfolio will specify required components and tasks, tasks will offer students a wide range of choices and examples. Work samples and "exemplars" will be included where appropriate, as well as checklists and tracking sheets to help teachers and students monitor progress. Tasks will include prompts, templates, and suggested sources to support students.

Tasks/Components:

1. **Project/Performance**
   This task demonstrates students' abilities to write a descriptive paragraph, an explanation, and a personal essay. It also shows their ability to link their skills to those listed by the Conference Board of Canada.

   a) Students will select and provide a photograph or other visual representation of a project or performance that they worked on in a technological studies class or co-op placement. For example:
   - a food product they cooked, baked, or prepared
   - a product they repaired (e.g., automobile, electrical appliance)
   - a product they designed or produced (e.g., article of clothing, a wooden artifact, a blueprint)
   - a service they provided (e.g., hairdresser, clerk, server, attendant)

   b) Students will write:
   - a description of the product or service
   - an explanation of the process used to develop the product or service
   - an explanation of how the project helped them to demonstrate specific Employability Skills listed by the Conference Board of Canada
   - a personal essay in which they explain what they learned from working on the project

6-11

2. **Health and Safety Issues**
   This task demonstrates students' abilities to read a non-fiction text, identify the main idea and supporting details, make inferences and draw conclusions, answer questions in writing, and show their understanding of important issues related to health and safety in the workplace.
   a) Students will read a non-fiction article or report that addresses issues of health and safety in the workplace.
   b) Students will answer a set of prepared questions based on the information in the text.

3. **Incident Report**
   This task invites students to demonstrate their ability to retell and sequence events in writing, and to write an incident report.

   a) Students will recall an event which occurred at school or in a co-op placement (e.g., an accident, a conflict or disagreement, a service complaint).
   b) Students will write a brief report in which they retell and explain events.

4. **Opinion Essay**
   This task demonstrates students' abilities to write a series of paragraphs expressing an opinion, organize information in writing, and make links between their own experiences and information in a reading passage.

   a) Students will select and read one of several prose passages provided.
   b) Students will read, select, and respond to one of the prompts provided.
   c) Students will write a series of paragraphs in response to the prompt, expressing their opinion and providing evidence to support that opinion.

5. **Autobiographical Piece**
   This task demonstrates students' abilities to write an autobiographical sketch, express their ideas clearly, and link their own skills and attitudes with the Employability Skills listed by the Conference Board of Canada.

   Students will write an autobiographical piece in response to the following prompt:

   What would make you a good employee? Write an autobiographical sketch for a potential employer, outlining the knowledge, skills, and attitudes that you bring to the workplace. Remember to link your skills and experiences with those listed by the Conference Board of Canada.

6. **Working with Graphic Texts and Data**
   This task demonstrates students' abilities to read and understand graphic texts, work with numbers, make inferences, draw conclusions, make predictions, and work with data.

   a) Students will read a graphic text (graph, map, chart, etc.).

b) Students will answer a series of questions that require them to extract information, make inferences and predictions, work with numbers and interpret data.

7. **Best Piece**
This task demonstrates students' abilities to communicate clearly in writing, and reflect critically on their own strengths and skills.

a) Students will select what they consider to be their "best" piece of writing, either fiction or non-fiction.
b) Students will write a reflection piece, explaining why they submitted it and what qualities make it their best piece.

8. **Book Review**
This task demonstrates students' abilities to read an extensive piece of text, extract pertinent information, communicate clearly with a specific audience, and respond to their reading personally and critically.

a) Students will select a fiction or non-fiction book (novel, biography, instruction manual, journal, historical text, etc.)
b) Students will write a book review for a specific audience, responding to a series of open-ended prompts.

Timelines:

Dates	Activities
November, 2001	Present proposal to steering committee
January, 2002	Hold focus group – 20 teacher representatives from consortium boards meet with development team to provide input re design and contents of Literacy Portfolio
January – February, 2002	Develop Literacy Portfolio
March, 2002	Review draft of Literacy Portfolio – focus group members and steering committee
March – April, 2002	Prepare final draft of Literacy Portfolio
April – May, 2002	Submit Literacy Portfolio to professional editor and designer
May, 2002	Print copies of Literacy Portfolio for all consortium boards
September – October, 2002	Provide in-service sessions to consortium board representatives
September, 2002	Implement Literacy Portfolio

REPORT FROM DISTRICT COUNCIL, FEBRUARY 14, 2002
RE: A PROPOSAL FOR THE RECOGNITION OF STUDENTS AT RISK

Support for the Proposal

District Council expressed strong support for the proposal and congratulated the Committee on its work. The group felt that this aligns with what the Ministry has stated it wants for school to work transitions and that, in fact, this proposal protects the integrity of the Ontario Secondary School Diploma. This is the right thing to do for kids and this will be strengthened by the Area boards adopting this in a consistent manner.

Short term process and directions as agreed upon by Toronto and District Council on Thursday, February 14, 2002:

1. All Boards in the Toronto and District Area will be provided with the final draft after the At Risk Committee meeting on February 20.
2. Superintendents in each Board will share the proposal with their Director and Supervisory Officials and then their respective Boards by the end of April in order to seek support and approval.
3. The results of this process will communicated to John Reynolds, TDSB, for sharing with the rest of the member Boards in early May.
4. During March and April the draft will also be shared and discussed with Kit Rankin, Grant Clarke and Rosemary Gannon at the Ministry, and with Frank Kelly.
5. The draft proposal will be shared with business and industry, specifically the Conference Board of Canada, Skills Canada and The Learning Partnership.
6. In early May, once the level of support can be determined, there will be a more formal letter to the Ministry indicating our desire to see this implemented, ideally with Ministry support, across the province.
7. The proposal will be shared for comment from the following groups; CODE, OPSOA, OPSBA, Federations, OPC and CPCO.

Further work planned by the committee includes:

- A third "diploma" on the same template for the final group that may not be able to earn the Diploma of Employability.

- Consideration of this proposal with respect to the Grade 10 test and the OSSD

  Generally the group felt that as long as this is not incorporated into provincial policy, all students should be supported and encouraged to take the Grade 10 test and to achieve the OSSD. Those who might "choose" the workplace option might earn this in addition to the OSSD and for those who cannot earn the OSSD then this proposal would be available to them.

#7

Approved for distribution by the Director.

Signature: M. Matier

Date: 13/03/02

March 18, 2002

To: The Trustees

From: Merv Matier, Director of Education and Secretary

Re: OCCUPATIONAL HEALTH AND SAFETY POLICY

RECOMMENDED ACTION:

Moved by _____, seconded by _____:
That the Occupational Health and Safety Policy be approved as recommended by the Joint Advisory Committee and Executive Council.

Rationale

The draft Occupational Health and Safety Policy was presented by T. Cupido, former Superintendent of Plant Services, to the Committee of the Whole and subsequently to the Joint Advisory Committee in February, 2002.

The Joint Advisory Committee recommended approval of the policy with some minor wording changes for clarity. The attached draft copy has incorporated those changes.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Policy No. 000
STAFF

DRAFT

OCCUPATIONAL HEALTH AND SAFETY

Date Approved: 00/00

Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to provide and maintain a safe and healthy work environment for all employees and to establish programs to prevent injury and occupational diseases.

Responsibility: Controller of Plant Services

1.0 Accountability

1.1 The Board of Trustees, all levels of management and all employees will be accountable as prescribed in the *Occupational Health and Safety Act.*

1.2 All employees are responsible for and will be held accountable for working safely.

1.3 All individuals employed or contracted by the Board shall comply with the safe work practices and procedures established by the Board and with applicable legislation.

2.0 Central Joint Health and Safety Committee

2.1 The Central Joint Health and Safety Committee shall assist in the development, implementation and review of a Board-wide health and safety program in accordance with the *Occupational Health and Safety Act* and the Workplace Safety and Insurance Act.

2.2 A School Joint Committee shall be established within each school or administrative building to assist with monthly inspections and support the functions of the Central Joint Health and Safety Committee.

2.3 The Central Joint Health and Safety Committee and the School Joint Committee will operate in accordance to the " Guidelines for the Structure and Function of the Central Joint Health and Safety Committee" as it pertains to the School Joint Committee.

3.0 Health and Safety Program

3.1 The Health and Safety officer will be responsible for developing and presenting policies, procedures and programs to the Central Joint Health and Safety Committee for their review and approval.

Signed this _____ day of _____ March, 2002

Judith Bishop
Board Chair

Merv Matier
Director of Education

Excerpts from the February 12, 2002 JAC Minutes

7. Occupational Health and Safety Policy

The Chair introduced A. Cupido, former Superintendent of Plant Services, expressing the committee's appreciation for his coming to present the report.

In providing background information, A. Cupido noted the considerable time (over two years) involved with the development of the policy. He pointed further that the bolded wordings pertained to the mandated changes from the Ministry of Labour. The committee responsible for the development, implementation and review of Board-wide health and safety program is now called *Central Joint Health and Safety Committee* and all employee groups are represented in this committee. A. Cupido concluded this is a straight-forward policy which is consistent with that of other school boards.

Members raised the following concerns:

- R. Schofield asked about the training component and whether the policy should include parent/volunteer involvement.
- J. Bishop wanted to see the policy guidelines and membership of the Central Joint Health and Safety Committee, expressing her concern with the possibility of the Board being swamped with potential occupational safety issues. She suggested this first policy be regarded as an umbrella policy as she perceived the need to develop several related occupational safety policies in the future.
- Speaking as a parent, N. Hughes was concerned with approving a one-page policy without seeing the supporting guidelines.

Emphasizing the policy guidelines were prescribed by the Occupational Health and Safety Act, the Director felt it would not be proper to bring the document to JAC for debate and/or revisions.

W. Marston remarked this piece of legislation directs the employer's occupational health and safety policy development as it relates to employees.

A. Cupido offered the following clarifications:

- The group responsible with the development of this policy was cautious in re-stating what is already in the Occupational Health and Safety Act to avoid a huge policy document. However, he felt that specific training issues may be addressed as the Board becomes familiar with the policy.
- With respect to committee membership, the members have to be certified under the Act. The legislation does not prescribe volunteers (even at the school level) given their limited capacity.
- Because they constitute a voluminous document, the policy guidelines were not included; this policy as presented meets the requirements of the legislation/Act.
- Pertaining to the guidelines for the function/responsibilities of the Central Joint Health and Safety Committee, efforts were focused on ensuring there is clear understanding among employee groups on all issues, particularly those having implications to the collective agreements.

- For the School Joint Committee, the structure is laid out in the terms of reference, e.g. how membership is formed and who volunteers for a position. The volunteering aspect is currently being tested across the province and there is a minimum number involved here.
- Implementation of the policy is anticipated in the fall, with the training process requiring some administrative fine tuning.
- There is one full-time Health and Safety Officer position in our board.

J. Byers offered further clarifications as follows:

- While the policy guidelines were signed recently by employee groups, they have been in place and used for the last few years. Regarding committee membership, the legislation provides for one worker representative to one management representative ratio for both the Central and School Joint Health and Safety Committees. The terms of reference allows for a minimum of five members in a committee. With both representative groups receiving certification, the employer and employee will jointly take responsibility for health and safety programs/issues at the work place.
- The Occupational Health and Safety Act applies to employees not students, i.e. through this policy the Board is complying with legislation specific to workers only.
- Within the context of legislation, the Central Joint Health and Safety Committee can only make recommendations relating to health/safety policies, procedures and programs while policy approval rests with the employer, i.e. the Board.

When T. Christie voiced her concerns with the safety issues pertaining to Educational Assistants, A. Cupido affirmed this issue has been a subject of much discussion, noting there are interim guidelines to address it under the collective agreement. He added that violence by students against employees is addressed under the Safe Schools Policy.

W. Marston commented that areas in which working conditions can be improved could be addressed through the Occupational Health and Safety Policy.

A. Cupido advised D. Wilson that the monthly inspections are posted at the school and administrative buildings.

In response to a question, M. Matier confirmed the position of Controller of Plant Services will be reflected under **Responsibility**.

R. McGall noted the suggested minor revisions: (a) **Responsibility: Plant Services to read "*Controller of Plant Services*"** and (b) **Clause 2.2, first line to read "*A School Joint Committee shall <u>be</u> established within each school or administrative.....*"**

> **It was moved by D. Wilson: That the Occupational Health and Safety Policy be accepted by the Joint Advisory Committee with minor amendments.**
> **CARRIED, 19 IN FAVOUR, 1 ABSTENTION.**

#8

Motion on hydro privatization
For committee of the whole March 18, 2002

Moved by Ward 9 Trustee Robert Barlow, seconded by Ward 5 Trustee Wayne Marston

Whereas, the Ontario government's proposed plan to privatize and deregulate the Ontario electricity industry will:

- result in higher consumer and industrial rates
- put increased pressure on the Hamilton-Wentworth District Schools boards budget
- reduce Ontario's economic advantage, threaten jobs, and pose a substantial threat to our environment

Therefore, be it resolved, that The Hamilton-Wentworth District School Board write to and urge the Premier and the government of Ontario to immediately halt the privatization of Ontario's electricity system.

Be it further resolved that The Hamilton-Wentworth District School Board send copies of this letter to the Minister of Education, Minister of Energy and member boards of The Ontario Public School Boards Association.

#10

March 4, 2002

To: The Trustees

From: Merv Matier, Director and Secretary

Re: POLICY – QUARTER CENTURY SERVICE RECOGNITION

RECOMMENDED ACTION:

It is moved by _____, seconded by: That the draft policy for *Quarter Century Service Recognition* be referred to the Joint Advisory Committee.

Background

An analysis of the seniority lists for the various employee groups within the Board have determined that we have approximately 750 employees with 25 or more years of service.

We are hoping that, if the Board adopts this policy, the first reception will be held in 2002.

The costs of the reception for this initial year will be significant. In addition to the funds available in the budget, corporate sponsors are being sought to support the cost.

10-1

DRAFT

Policy No. 000
Staff

QUARTER CENTURY SERVICE RECOGNITION

Date Approved: t.b.d. **Projected Review Date: t.b.d.**

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to recognize employees who have completed 25 years of service with the public Boards in the Hamilton-Wentworth Region.

RESPONSIBILITY: Director of Education and Secretary

OPERATING PROCEDURES:

1. All employees who have completed 25 years of service with the public Boards in the Hamilton-Wentworth region shall be invited to a Board-sponsored reception.

2. The reception will be held each year with the details planned by the Office of the Director of Education and Secretary in consultation and collaboration with the Chair of the Board.

3. A commemorative gift for each employee in recognition of the years of service shall be chosen by the Chair of the Board.

4. All Trustees and Senior Officials shall be invited to attend.

5. The cost to the Board shall not to exceed the approved budgeted amount.

Reference: Not applicable.

Committee of the Whole: Open
Accommodation: Action

#11

The Hamilton-Wentworth District School Board

Memo

Approved for distribution by the Director.
Signature: [signature]
Date: 13/03/02

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
Daryl Sage, Manager of Accommodation and Planning

Date: March 18, 2002

Re: Templemead Stakeholder Group

Recommended Actions:

Moved by: _____

That the new Templemead School's catchment area be defined as the area enclosed by: east side of Upper Sherman; west side of Red Hill Creek; north side of Rymal Road and south side of Stone Church.

Moved by: _____

That Hampton Heights, Highview, Huntington Park and Sherwood Heights schools be identified for potential closure and that these schools along with Fernwood Park and Peace Memorial be included in a closure study to be undertaken in accordance with the School Closure Policy.

Rationale:

Introduction

On January 28, 2002 the Board directed that the Templemead Stakeholder Group be established in order to pursue steps 1 and 2 of the Templemead Area School Closure Action Plan. Accordingly, the Templemead Stakeholder Group was convened with the following mandate:

1. Consider catchment definition for the new Templemead school.

   The Board has approved the construction of a new elementary school in the Templemead Area. This school is planned to be open by September 2003. The Board must determine

the attendance boundary area (i.e. catchment) for the new Templemead school. The Catchment Re-definition Committee has considered this issue and prepared a recommendation. The Board would like the Templemead Stakeholder Group to review the recommendation of the Catchment Re-definition Committee and provide comment.

2. Consider which schools should be identified for potential closure.

   The policy that describes the process by which the Board will consider and determine whether or not to close a school is the School Closure Policy. Schools that are identified for potential closure are subject to a study process according to the School Closure Policy. Ultimately, the Board will determine whether or not to close the school taking the results of the study into consideration.

   The Templemead Stakeholder Group is not being asked to perform the in-depth study of a school or schools for potential closure. The work of the Templemead Stakeholder Group is to provide assistance to the Board in the determination of which schools should be officially identified for potential closure.

   Currently, the following schools are on the list of schools identified for potential closure: Fernwood Park and Peace Memorial. Should these schools remain on the list? Should one or both be removed? Should other schools be added to the potential closure list? The Templemead Stakeholder Group is being asked to consider which schools should be identified for potential closure.

Recommendations of the Templemead Stakeholder Group

The Group determined that its final recommendation would be determined by secret ballot of the Group members present at the final meeting. Accordingly, this vote was taken on March 7, 2002; at which time, 88.5% of eligible voters were present and cast their votes.

Results of the Votes (See Appendix D for details):

- Unanimous support was demonstrated for the catchment definition recommended by the Catchment Re-definition Committee for the new Templemead School.
- There was almost unanimous support that Fernwood Park and Peace Memorial remain on the list of schools identified for potential closure.
- There was majority support that the following schools be identified for potential closure: Hampton Heights, Highview, Huntington Park and Sherwood Heights.

The foregoing recommended actions are in accord with the final recommendation of the Templemead Stakeholder Group. In addition, Executive Council is supportive of these actions.

Additional Information

The following appendices provide further information regarding this issue:

A Templemead Area School Closure Action Plan
B Templemead Stakeholder Group Terms of Reference
C Templemead Stakeholder Group Committee Norms
D Templemead Stakeholder Final Vote Results
E School Closure Policy

Appendix A

Business Committee

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education

From: Don Grant, Superintendent of Business and Treasurer

Date: October 11, 2001

Subject: **Update: New School on Templemead Road**

Recommended Action:

Moved by _____

That the Update: New School on Templemead Road report dated October 11, 2001 be received for information.

Rationale:

Background:

May 2000
- Design of new school approved.

June 2000
- Board approved construction of a new elementary school on Templemead site at a total net project cost not to exceed $7,200,000. As part of the financing strategy, a portion of the site is to be severed for the purpose of a residential survey.

November 2000
- Conditional approval given to add a Day Care Centre to the project.

May 2001
- Site plan approach revised to address concerns raised in the municipal planning process. The residential survey reduced to 20 lots, the school building moved forward to front directly on Templemead Road and 3-4 acres to be conveyed to the City for value in order to enlarge the existing municipal park.

Update:

1. In May 2001 it was determined that we would proceed to amend the Neighbourhood plan first, and then commence the preparation of the Plan of Subdivision and By-law Amendment related to the residential development By mid-May BLS Planning Associates (The Hamilton-

Wentworth District School Board planner) had prepared the documentation required and filed an application to amend the Neighbourhood Plan.

2. The City Planning Sub-Committee dealt with the Neighbourhood plan amendment request on June 26th, 2001. As this was a public meeting area residents were allowed to speak. For the most part, the questions raised by the 5 or so speakers related to tree preservation, traffic concerns, timing of the school construction, location of school parking, and servicing issues. With the exception of a single individual who wanted to go to a 14-lot plan, there was no serious sounding opposition.

3. The City Planning Sub-Committee proposed that the next steps in the process (being the Plan of Subdivision, Zoning and Site Plan approval for the school) be dealt with based on the following principles:

   - Housing will be single-family homes commensurate in lot size and house size and value to existing stock across the road.
   - Preservation of tree lines on north, east and south sides of School Board property.
   - Physical location of school to be built as shown on revised plan.
   - Planning Department and Traffic Department staff to work together for providing safety triangle on school Board's northwest corner of their current property, to make this area as large as possible for traffic safety reasons, which will include setbacks of new homes at this corner.
   - Ensure school construction precedes or coincides with housing construction.

4. These principles were adopted by Committee, and ultimately approved by City Council. The School Board's planner is confident that none of the principles will create any significant roadblocks to the development of these lands as conceptualized in the revised site plan approach approved in May 2001.

5. The application for Plan of Subdivision (20 residential lots) was prepared and filed in early July 2001. Also accompanying this application was a Zoning Amendment application for that portion of the Board's lands related to the residential survey. The applications have been accepted as 'Complete Applications' by the City. The City circulated the applications to its internal departments and to the required outside agencies in late July.

6. The Circulation of the applications is now substantially complete. No significant issues have been raised. The Conservation authority has requested lot grading and tree preservation plans for each lot. This was anticipated and will likely be a condition of Draft Plan Approval.

7. The required sign has been placed on the property advertising the Public meeting, so we have satisfied all of the normal processing requirements of the City.

8. The Public Meeting required under the provisions of the Planning Act has been scheduled for October 23rd. It is anticipated that Draft Plan of Subdivision Approval and Zoning Approval will follow shortly after that. These approvals should be in place by the end of November 2001 as long as no major issues arise from this point.

Next Steps:

- Administration will continue to work cooperatively with the City throughout the planning process. Planning steps remaining:
  - Public Meeting October 23, 2001
  - Approval of Draft Plan of Subdivision
  - Approval of Rezoning Application
  - Approval of Site Plan Application
  - Building Permit

- Directly following the Public Meeting the School Board architect will begin to make necessary modifications to relocate the footprint of the building.

- Administration will work with the Umbrella Board to confirm arrangements with respect to a day care centre and accommodate plans for the day care in the building plans; assuming all conditions established by the Board are satisfied.

- Project will be tendered and administration will seek approval from the Board in order to award a contract for the construction of the school.

- The goal is to award the construction contract by May 31, 2002 and open the new school September 1, 2003.

The Hamilton-Wentworth District School Board
Templemead Stakeholder Group
Terms of Reference

Introduction:

The Board has approved the construction of a new elementary school in the Templemead Area. Associated with the construction of this new school is the closure of one or more schools.

Fernwood Park and Peace Memorial Schools have been identified for potential closure and the Templemead School Closure Review Committee was convened in order to consider these potential closures. The report submitted by the Committee in March 2001 recommended that further study of catchment areas was necessary before a decision could be rendered on these schools. There was consensus that a new school must be built in the Templemead neighbourhood and that some schools should close. However, there was not agreement as to which schools should close.

The Board established the Catchment Re-definition Committee to review catchment boundaries across the entire Region. The Catchment Re-definition Committee has developed a recommendation regarding the new Templemead school. The Catchment Re-definition Committee has not proposed catchments for the schools directly north of the Lincoln Alexander Parkway since it did not have a mandate to close schools or identify schools for potential closure. However, the Committee has proposed catchments for all other schools in the system.

The Board approved the Templemead Area – School Closure Action Plan in order to outline the major events and timeline necessary to address school closures associated with the opening of the new Templemead school. The mandate of the Templemead Stakeholder Group is with respect to the first two items of the action plan.

Mandate:

- consider catchment definition for new Templemead school.

  Templemead Catchment

  As noted above the Board has approved the construction of a new elementary school in the Templemead Area. This school is planned to be open by September 2003. The Board must determine the attendance boundary area (ie catchment) for the new Templemead school. The Catchment Re-definition Committee has considered this issue and prepared a recommendation. The Board would like the Templemead Stakeholder Group to review the recommendation of the Catchment Re-definition Committee and provide comment.

- consider which schools should be identified for potential closure.

  Schools for Potential Closure

  The policy that describes the process by which the Board will consider and determine whether or not to close a school is the School Closure Policy. In order to begin the process in earnest

the Board needs to officially identify a school for potential closure. Such action does not mean the school so identified will be closed; the identification for potential closure indicates that the school so named will be studied for closure. Ultimately, the Board will determine whether or not to close the school taking the results of the study into consideration.

The Templemead Stakeholder Group is not being asked to perform the in-depth study of a school or schools for potential closure. The work of the Templemead Stakeholder Group is to provide assistance to the Board in the determination of which schools should be officially identified for potential closure.

Currently, the following schools are on the list of schools identified for potential closure: Fernwood Park and Peace Memorial. Should these schools remain on the list? Should one or both be removed? Should other schools be added to the potential closure list? The Templemead Stakeholder Group is being asked to consider which schools should be identified for potential closure.

Parameters:

Work of the Group will be in accordance with the following parameters:

- Where possible elementary schools will be organized on a JK to 8 basis. It is recognized that this may not always be possible.
- The following will provide a reference point for the committee with respect to the size of a JK-8 elementary school:
  - 400 minimum
  - 500-550 optimum
  - 600-700 if facilities warrant
- Planning will endeavor to minimize dependence on portable classrooms.
- Secondary school catchments will be defined as a grouping of elementary school catchment areas.
- Recommendations will endeavor to enhance program viability.

Composition:

- Trustees from Wards 6 and 7
- Superintendent of Business and Treasurer (Chair, non-voting)
- Manager of Accommodation and Planning (non-voting)
- Superintendent of Education
- Principals and School Council Chairs for the schools listed below:

C.B. Stirling	Fernwood Park	Hampton Heights
Highview	Huntington Park	Lawfield
Lincoln Alexander	Lisgar	Peace Memorial
Richard Beasley	Sherwood Heights	Vern Ames

11-8

Time Line:

Given the expected opening date of the new school, there is a need to finalize school closure decisions in this area. Consequently, it is anticipated that the Board will identify school or schools for potential closure in March 2002. Meeting dates for the Templemead Stakeholder Group have been established as follows:

➢ Thursday, February 21	6:00-8:00 p.m.	Education Centre	Rooms 3 / 4
➢ Wednesday, February 27	6:00-8:00 p.m.	Education Centre	Lower Auditorium
➢ Thursday, March 7	6:00-8:00 p.m.	Education Centre	Lower Auditorium

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Appendix C

The Hamilton-Wentworth District School Board
Templemead Stakeholders Group

Committee Norms

General:

- Meetings will be open to the public.
- Participation at meetings will be limited to members identified in the Terms of Reference.
- Meetings will not be advertised.
- Minutes will not be taken at meetings.
- Since preparation time will be limited, agendas and materials will be distributed at the beginning of each meeting.
- If you are unable to attend a meeting, please telephone or e-mail Gayle de Jager, (905) 527-5092, ext. 2500 or gdejager@hwdsb.on.ca .

Role - Committee Chair

- Scheduling meetings and meeting locations
- Preparing agendas and materials
- Facilitate discussion and decisions at each meeting

Role – Stakeholder Group Member

- Participate in each meeting to consider information necessary to achieving the group's mandate.
- Review all appropriate data, information and materials provided.
- Bring forward information relevant to the work of the group.

Decision Making:

- All members have the same responsibility to participate freely, to seek clarity of understanding through questioning and to consider all information openly.
- Maintain focus on information, issues, ideas and solutions.
- Operational decision-making protocol: If consensus is not evident, a vote will be necessary to determine the position of the group on an item in order to complete the mandate.

Consensus
"I understand what the rest of the group wishes to do. I would not do that, but I feel that the group understands my point of view. I have had an opportunity to sway the group to my point of view and have been unable to do so – therefore, I will accept and support the group's decision."

Vote
Simple majority of committee members present at meeting.

- Final Recommendation: At the end of the final meeting Stakeholder Group Members will be asked to vote by secret ballot of participants present in order to confirm the final recommendations of the group.

11-11

Templemead Stakeholder Group

Vote Tally —March 7, 2002

Templemead Catchment

The Catchment Re-definition Committee has recommended that the new Templemead School's catchment area be defined as follows:

- East side of Upper Sherman
- West side of Red Hill Creek
- North side of Rymal Road
- South side of Stone Church

1. Do you support the catchment definition recommended by the Catchment Re-definition Committee for the new Templemead School?

Yes	23	**Spoiled/No Decision**	0
No	0		
Total	23		

Schools for Potential Closure

Fernwood Park

1. Do you support Fernwood Park School remaining on the list of schools identified for potential closure so that the school may be further studied and considered for closure in accordance with the Board's School Closure Policy?

Yes	23	**Spoiled/No Decision**	0
No	0		
Total	23		

Peace Memorial

2. Do you support Peace Memorial School remaining on the list of schools identified for potential closure so that the school may be further studied and considered for closure in accordance with the Board's School Closure Policy?

Yes	22	**Spoiled/No Decision**	0
No	1		
Total	23		

Continued on Page 2

Schools for Potential Closure (cont.)

Hampton Heights

3. Do you support Hampton Heights School being identified for potential closure so that the school may be further studied and considered for closure in accordance with the Board's School Closure Policy?

Yes	21		
No	2	**Spoiled/No Decision**	0
Total	23		

Highview

4. Do you support Highview School being identified for potential closure so that the school may be further studied and considered for closure in accordance with the Board's School Closure Policy?

Yes	12		
No	11	**Spoiled/No Decision**	0
Total	23		

Huntington Park

5. Do you support Huntington Park School being identified for potential closure so that the school may be further studied and considered for closure in accordance with the Board's School Closure Policy?

Yes	15		
No	8	**Spoiled/No Decision**	0
Total	23		

Sherwood Heights

6. Do you support Sherwood Heights School being identified for potential closure so that the school may be further studied and considered for closure in accordance with the Board's School Closure Policy?

Yes	22		
No	1	**Spoiled/No Decision**	0
Total	23		

Appendix E

Policy No. 4.01
FACILITIES

SCHOOL CLOSURE

Date Approved: 1998 09 24

Projected Review Date: 2000 09

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to consider a school for closure on the basis of an Accommodation Review and School Closure Review Committee report in accordance with the administrative regulations.

RESPONSIBILITY: Superintendent of Business and Treasurer
Superintendents of Education

OPERATING PROCEDURES:

1. The Board reserves the right to modify the usual time frame and/or sequence when special circumstances are identified.

2. The usual minimum time period between the identification of a school for potential closure and final decision of the Board will be six months.

3. Periodically the Superintendent of Business shall ensure that an Accommodation Review is undertaken of all school facilities. The Accommodation Review may take into account the following general considerations:

   Program Viability - The number of students and staff in the school and/or other schools declines to a point where the quality of program is seriously endangered. Declining enrolment is jeopardizing the school's ability to meet the program needs of its students.

   Low Occupancy - The enrolment of a school has fallen below 70% of capacity as calculated in accordance with the Ministry of Education and Training's guidelines and enrolment projections confirm little, no or declining growth patterns.

   Structural Condition - Economic factors require a study of the school's long-term operation (e.g. fire safety requirements, mechanical condition, absence of program facilities, etc.)

4. The Accommodation Review may indicate that a school or schools should be identified for potential closure based on a review of any or all of the following criteria:

   Elementary Schools:
   Enrolment below 70% of the effective Ministry rated capacity
   Continuing decline in kindergarten enrolment over several years
   A large ratio of split or multi-grade classes
   Limited facilities for specialized activities

A considerable number of vacant classrooms
High per-pupil operating costs
Failure of enrolment to justify scheduled maintenance costs
Limited new housing in area.

Secondary Schools:

Enrolment below 70% of the effective Ministry rated capacity
Continuing decline in enrolment over several years
Continuing need to cancel courses due to under-subscription
Increasing need to organize classes containing more than one year level and/or one difficulty level in order to preserve courses
Increasing numbers of classes taught by teachers who do not have the qualifications to teach such classes listed on their Ontario Teacher Qualifications Record Card
Inability to meet conditions of collective agreement with respect to Pupil Teacher Ratio, Pupil Teacher contact and supervision time constraints without injection of additional staff
Insufficient staff to provide a viable co-instructional program base for full and active secondary school life
Limited facilities for specialized activities

5. In the event that Executive Council concurs that a school or school(s) be identified for potential closure a recommended action shall be presented at an open session of the Business Committee. Such recommendation shall request approval for the identification of specific school(s) for potential closure and that a School Closure Review Committee report be initiated on behalf of each school to consider the ramifications of closure.

6. If the Board officially identifies a school for potential closure, it shall be the responsibility of the appropriate Superintendent of Education to:
   a) inform the Principal and Staff,
   b) inform by letter the parents of all students who would normally attend that school if it remained open,
   c) make arrangements for a public meeting at which the Director of Education will review the basis for the recommendations and explain the School Closure Review procedures,
   d) inform the general public through The Spectator and other local newspapers,
   e) inform the appropriate municipal council(s)

7. If the Board officially identifies a school for potential closure, it shall be the responsibility of the Superintendent of Business to initiate procedures forthwith for the establishment of a School Closure Review Committee.

8. The School Closure Review Committee shall be comprised of the following representatives:
   the Superintendent of Business - (Chair)
   the appropriate Superintendent of Education
   the Manager of Accommodation and Planning
   the principal of each school significantly affected by the proposal
   one teacher from each school significantly affected by the proposal, representing and selected by the teaching staff of those schools
   one support staff representative appointed by OSSTF - OCTU
   one support staff representative appointed by CUPE
   School Council Chair and one other parent representative from each school significantly affected by the closure
   one trustee representative to be appointed by the Board
   one non-parent ratepayer to be appointed by the Board
   one student representative from each secondary school significantly affected by the closure (to be appointed by the Student Council)

11-15

9. The School Closure Review Committee shall consider specifically the following factors in preparing its School Closure Review Committee report:
   a) course selection and program implications for each of the schools involved
   b) school attendance areas
   c) school attendance and enrolment projections
   d) the need for and extent of transportation
   e) the effect on the social environment of the community
   f) the financial impact, including the effect on operational costs and capital implications
   g) the capital needs of other schools that may have increased enrolment as a result of closure or modified organization
   h) the effects on staffing
   i) opportunities for alternative use of the facilities
   j) any additional information considered pertinent by the School Closure Review Committee.

10. The School Closure Review Committee will have the responsibility and the authority to review all appropriate data. The School Closure Review Committee
   a) shall receive briefs and/or delegations of concerned citizens regarding the school(s) identified by the Board as candidates for potential closure, and
   b) shall present its final report to the Business Committee, indicating whether the school(s) identified for potential closure should be closed in accordance with Board policy and specifying the reasons for such recommendation.

11. The Business Committee shall consider the School Closure Review Committee report and recommendations of the School Closure Review Committee and recommend that the Board take one of the following actions with respect to each school identified for potential closure:
   a) that the school be scheduled for closure, or
   b) that the school be studied further for possible closure, or
   c) that the school be removed from consideration for closure at the present time.

12. The Chair of the Business Committee shall present, in its entirety, the final report of the School Closure Review Committee to the Board at the next regular meeting. At this time, the Chair, as directed by the Business Committee, shall give notice of motion of the action approved at committee level. The Board shall establish the date of a Special Board meeting to consider the action recommended by the Business Committee.

13. If the Business Committee recommends a school(s) for closure, it shall be the responsibility of the appropriate Superintendent of Education to:
   a) inform in writing those parties previously notified,
   b) advise them of the date of a Special Board meeting, at which time the Board will receive any delegations of concerned citizens who wish to respond to the Notice of Motion from the Business Committee.

14. If the Board determines that a school is to be closed, it shall be the responsibility of the Superintendent of Business to take all steps required by the Ministry of Education and Training; and to advise the Board and the appropriate Board Committees of the correct procedures to be followed for the retention or disposal of the property.

Reference: MET Memo re Grants for New Pupil Places (1998 09 29)
Revised Technical Paper re Pupil Accommodation Grants
MET Memo re 1998/99 Student Focused Funding Regulation (1998 06 16)

Business Committee

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: October 11, 2001

Re: **School Closure Issue - Templemead Area**

Recommended Action:

Moved by: _____

That Board approve action plan to address school closures associated with the opening of the new Templemead School.

Rationale:

As this point in time, it is anticipated that the new Elementary School in the Templemead area will open in September 2003. The School Renewal plan of April 2000 identified that the building of this school will necessitate the closure of other school(s) in the north east mountain. Given the expected opening date of the new school, there is a need to finalize school closure(s) decisions in this area. The action plan outlined below is recommended to guide the decision-making process in accordance with the School Closure Policy.

Action Plan:

January 2002	Board approval of new Templemead catchment area.
February-March 2002	Engage and complete process to identify school(s) for potential closure.
April-November 2002	Complete study of school(s) identified for potential closure.
December 2002	Board decision regarding school(s) identified for potential closure and adoption of implementation plan.
January-August 2003	Effect staffing, equipment, renovation and catchment changes necessary to implement consolidation for school year beginning September 2003.

#12

Committee of the Whole
Action: Accommodation

The Hamilton-Wentworth District School Board

Memo

TO: Merv Matier, Director of Education and Secretary of the Board

FROM: Don Grant, Superintendent of Business and Treasurer

DATE: March 18, 2002

RE: **Templemead Day Care Proposal**

Approved for distribution by the Director.

Signature: M Matier

Date: 13/03/02

Recommended Action:

Moved by_____

That the Board authorize the Superintendent of Business and Treasurer to execute an agreement with the Umbrella Family and Child Centres of Hamilton (Umbrella Board) with respect to the construction of a child-care facility as part of the new Templemead School subject to all of the following provisions:

- final agreement to be in a form satisfactory to the School Board's solicitor.
- all construction costs associated with the child-care facility to be reimbursed, with interest, via monthly payments to the School Board within a term of 25 years
- the Umbrella Board agrees to reimburse the School Board for all costs incurred in order to prepare for construction of the day care should the capital cost per square foot or interest rate exceed projections and the Umbrella Board need to pull out of the agreement once tender results are known.
- the School Board retains ownership of the property and should the school be closed in the future any proceeds on sale would accrue to the School Board.
- design of child-care facility to be consistent with standard of most recent facilities in School Board schools.
- furniture and equipment requirements for the child-care facility are not included in this agreement and remain the direct responsibility of the Umbrella Board.

RATIONALE:

Attached is a report dated November 2, 2000 regarding the Templemead Day Care Proposal that was presented to the Business Committee. The Board approved the recommended action as stated in the report at a Special Board meeting on November 2, 2000.

Due to the delay in the municipal planning process the November 9, 2000 timeline was not achieved. Consequently the foregoing recommended action is necessary in order to establish the authority required

to execute the agreement without the November 9, 2000 date condition. All other conditions included in the original resolution would continue to apply.

The Umbrella Board has drafted an agreement. This agreement is currently being reviewed by the Board's solicitor. It is anticipated that should the Board give the authority to proceed, that an agreement with the Umbrella Board will be completed before the end of March, 2002.

DG/GdeJ
Attach.

12-2

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: November 2, 2000

Re: **Templemead Day Care Proposal**

Recommended Action:

Moved by: _____

That the Board authorize the Superintendent of Business and Treasurer to execute an agreement with the Umbrella Family and Child Centres of Hamilton (Umbrella Board) with respect to the construction of a child-care facility as part of the new Templemead School subject to all of the following provisions:

- initial agreement to be drafted by the Umbrella Board and forwarded to the School Board no later than November 9, 2000.
- final agreement to be in a form satisfactory to the School Board's solicitor.
- all construction costs associated with the child-care facility to be reimbursed, with interest, via monthly payments to the School Board within a term of 25 years
- the Umbrella Board agrees to reimburse the School Board for all costs incurred in order to prepare for construction of the day care should the capital cost per square foot or interest rate exceed projections and the Umbrella Board need to pull out of the agreement once tender results are known.
- the School Board retains ownership of the property and should the school be closed in the future any proceeds on sale would accrue to the School Board.
- design of child-care facility to be consistent with standard of most recent facilities in School Board schools.
- furniture and equipment requirements for the child-care facility are not included in this agreement and remain the direct responsibility of the Umbrella Board.

Rationale:

On September 7, 2000 the Board approved the following resolution:

> **That the officials explore the possibility of a partnership with the Child Care Umbrella Board with respect to a day care at the new Templemead School.**

Contact was made the Umbrella Family and Child Centres of Hamilton (Umbrella Board) which resulted in the submission of the attached proposal (see Appendix A) regarding the construction of a child-care facility as part of

the new Templemead School. The Umbrella Board, established in 1988, exists to provide high quality inclusive child care to children eighteen months to twelve years of age within schools operated by The Hamilton-Wentworth District School Board.

The Umbrella Board proposes to reimburse the School Board for the complete capital construction cost of the facility, with interest, within a 25 year period. The Umbrella Board explicitly states that the School Board would retain ownership of the property and should the school be closed in the future any proceeds on sale would accrue to the School Board. In return, the Umbrella Board would maintain an exclusive right of usage to the designated space as long as the school remains open.

The proposal clearly stipulates that this agreement is solely to address the capital cost of constructing the facility. Issues between the Umbrella Board and the School Board associated with the day-to-day operations of the future child-care facility would be addressed by the agreement in place with respect to the eight centres currently operated by the Umbrella Board in the School Boards schools.

Notes:

- Section 171(1)48 of the Education Act indicates that it is within the powers of the School Board to construct the child-care facility.
- The proposal from the Umbrella Board demonstrates a willingness to reimburse the School Board for 100% of the capital cost, with interest, associated with the construction of the child-care facility.
- The School Board would assume a financial risk to the extent that the Umbrella Board finds in the future it does not have the ability to meet its future cash outflow commitments.
- The draft 1999 financial statements (see attached Appendix B) indicate that the Umbrella Board is currently in sound financial condition.
- The Umbrella Board has established a 12 year history of providing excellent child care programming in schools operated by the Hamilton-Wentworth District School Board.
- Time is of the essence! Therefore, a decision must be reached soon if the construction plans for the school are to be amended to include a day care centre and the school projected opening date of September, 2002 is to be sustained.

Benefits:

- The local community will benefit by the provision of a child-care facility at the Templemead site. There appears to be a significant need for additional child-care facilities in this area.
- The Umbrella Board has an established track record of providing high quality inclusive child care programming.
- Existence of the child-care facility will establish the opportunity for these children to make a seamless transition from pre-school to day school.
- Child-care facility will enhance the attractiveness of the new school building in the community.

Executive Council has discussed the proposal received from the Umbrella Board and recommends that the Board agree to construct a child-care facility as part of the new Templemead School, subject to the conditions noted in the above recommended action.

DG GdeJ
attach

12-4

UMBRELLA FAMILY AND CHILD CENTRES OF HAMILTON

100 Main St. W., Hamilton, Ontario L8N 3L1 Telephone (416) 527-5092

TEMPLEMEAD PROPOSAL
October 2000

To : The Hamilton-Wentworth District School Board
From: The Umbrella Board of Family and Child Centres

Overview:

The Umbrella Family and Child Centres of Hamilton, established in 1988, is a non-profit corporation administered by a volunteer, community-based board of directors. Four of the directors represent the Hamilton Wentworth District School Board, two are trustees and two are staff. Care is provided for toddlers, preschool and school age children. Currently eight centres are operated in partnership with the Hamilton Wentworth District School Board:

- Gordon Price Children's Centre
- Helen Detwiler Children's Centre
- Hill Park Lambs Children's Centre
- Lincoln Alexander Children's Centre
- Mountview Children's Centre
- Scott Park Children's Centre
- Sir Wilfred Laurier Kids Korner
- Sir Winston Churchill Children's Centre

Curriculum linkages between family studies departments and child care centres also exist in the secondary school sites

Our Mission:

Umbrella Family and Child Centres of Hamilton exists to provide high quality inclusive child care to children eighteen months to twelve years of age within schools operated by the Hamilton Wentworth District School Board. Our programs offer equitable access to all children, in a not-for-profit environment.

Our Board and staff work in partnership with families, schools, the school board, students, community agencies and government to deliver excellent programs that:

- respect the uniqueness of each child and family,
- Identify each child's individual needs,
- nurture a wide range of interests, abilities and skills,

- offer resources and supports to families,
- provide experiential learning opportunities for students, and
- provide a seamless day for elementary students.

Our Vision:

At Umbrella Family and Child Centres of Hamilton we strive to provide excellent child care programs that respond to the needs of the community within a not-for-profit environment that nurtures, enriches and respects children and their families and offers equitable access to all children.

Our Board and staff will continue to build a dynamic team that is committed to excellence. We will continue to develop collaborative partnerships with families, schools, the school board, students, community organizations and government to respond to and meet families' and children's needs in our community.

We will continue to value the professionalism and dedication of our staff in the provision of Early Childhood Education and the staff's critical role in providing care and education to the children and families they serve.

Templemead School:

The Umbrella Family and Child Centres is proposing to enter another partnership with the Hamilton Wentworth District School Board at the new Templemead Elementary School currently being planned.

We propose that the Hamilton Wentworth District School Board construct an additional three thousand to three thousand five hundred square foot child-care facility to the planned school. In return the Umbrella Family and Child Centres will enter into a twenty-five year agreement to reimburse the Board for its additional capital costs. HWDSB would retain ownership of the property and should the school be closed any proceeds on sale would accrue to HWDSB. Umbrella would maintain an exclusive right of usage to the designated space as long as the school remains open.

Current estimates would project the additional capital cost at $120.00 per square foot for a total of $360,000 to $420,000. The effective interest rate for calculating monthly reimbursement is estimated at an annual open interest rate of 8%. Should either of these projections change once the tender process is complete we would like the option to re- evaluate the partnership.

Attached is our latest audited statement. For the past twelve years our organization has grown and strengthened to the point where we are financially able to make a long term commitment.

12-6

The Program:

We propose to operate day-care programs similar to those in surrounding elementary schools. An example of a very active program is our partnership at the Helen Detwiler Elementary School. Currently over 100 children are enrolled at this centre. We expect similar numbers of children at Templemead since the community has a limited number of day-care centres.

Other Agreements:

The Umbrella Family and Child Centres and the Hamilton Wentworth District School Board have an existing rental and maintenance agreement. We propose that this agreement will include Templemead.

Conclusion:

We are proposing that the Templemead School be another in a continuing list of partnership programs between the Hamilton Wentworth District School Board and the Umbrella family and Child Centres. Our partnership offers tremendous benefits to both organizations as well as to the local community.

#13

The Hamilton-Wentworth District School Board

MEMO

Approved for distribution by the Director.
Signature: M. Matier
Date: 13/03/02

TO: M. Matier, Director of Education and Secretary

FROM: C. Reid, Superintendent of Education
J. Wibberley, Superintendent of Education
D. Baker, Principal/Hess Street School

DATE: March 18, 2002

RE: **Re-organization of Hess Street School - JK to Grade 8 Model**

Recommended Action:

Moved by: _____

that beginning September 2002, Hess Street School offer a Grade 7 program in a JK - Grade 7 community school setting.

Recommended Action:

Moved by: _____

that beginning September 2003, Hess Street School offer a Grade 8 program in a JK - Grade 8 community school setting.

1.0 RATIONALE:

1.1 School Profile - Identification of Problem

Hess Street School is an open-concept school located in Hamilton's industrial north end community. There are approximately 420 students from Junior Kindergarten to Grade 6. The school has a high ESL component (approximately 85%) with primary origins from Vietnam, Cambodia, China, Central/South America, Africa, and Eastern Europe. 70% of these students (see chart # 1) meet the criteria for ESL government funding but many of the other students who happen to be born in Canada are not exposed to English in the home which increases the difficulties they have in school acquiring and reinforcing English language skills (see chart # 2). Many students come from socially or financially disenfranchised homes (see chart # 3).

Another significant factor for the school population is the high turnover rate of 90% (# of students in + # of students out X 100/school population). All of the above factors have an adverse effect on academic achievement. Research has shown that a school culture that promotes inclusion and diversity is best able to address the educational needs of their students. This proposal is a direct response to meet the educational needs of the Hess Street School community and to continue to strive to improve school and individual academic achievement.

1.2 School Response to Problem

The purpose of a school is to improve academic achievement. At Hess Street School a number of community outreach initiatives have been developed to reach all sectors of the local community. The offering of Adult ESL classes, Summer Skills programs, Boys' & Girls' Clubs, International Language Classes, Breakfast Club program, McWest-Hess Tutoring program, partnerships with the downtown YMCA (swimming classes, school camping
programs, Leadership in Training programs, Family Literacy programs), partnerships with Mission Services, partnerships with Serve Canada, partnerships with S.I.S.O. (Youth Leadership program, Seniors program, Youth Worker program - see attached letter of support), and partnerships with Big Brother Association Mentoring program, were all developed to actively involve the local community in the education of their children and to develop a school culture where all children are valued and diversity is celebrated. In addition the School Plan has addressed an educational philosophy of how best to teach our particular clientele of ESL students. All staff members have ESL or Special Education qualifications. Inclusion of all students in the regular classroom setting is a main component of this school philosophy. At the present time there also continues to be a high percentage of students arriving at Hess Street School from very recent immigrant or refugee backgrounds. Many of the students are coming from countries and situations where their education was disrupted by war or non-existent due to unstable political situations. Immediate families have been separated - in many cases by continents - and traditional extended family support networks do not exist. Research has shown that the more school moves that a student makes in his or her academic career, the greater the negative impact is on academic achievement. By creating a JK - Grade 8 school environment at Hess Street School we will be able to lessen the impact of having to make another move to a different school for Grades 7 & 8. For many immigrant and refugee families the only security that they are able to initially provide on arrival in Canada is the closeness and security of immediate family members. By eliminating the need to have older brothers and sisters attend a different school for Grades 7 & 8 we will be able to acknowledge the importance of the contributions that all family members make to a student's well-being.

1.3 Connections with Sir John A. Macdonald Secondary School

By establishing a JK - Grade 8 community-base school at Hess Street our students will have direct access and familiarity with their local community secondary school. At the present time students complete Grade 6 at Hess Street, leave the community for 2 years for Grades 7 & 8

and then return to their local community to begin Grade 9. Connections have been established with the administration of Sir John A. Macdonald (Principal - Murray Kilby) and they are in total support of Hess Street School addressing the programming needs of Grades 7 & 8 students. Opportunities exist for Hess Street students and staff to make use of school gym space and classrooms - along with making use of facilities and resources for science and arts programming in existing labs and music rooms. Sir John A. Macdonald Secondary School serves a high ESL population and offers ***essential*** courses in congregated ESL classes prior to students beginning applied or academic level classes. Research has shown that ESL students require a minimum of 5 to 7 years to develop facility with a second language. Grade 8 students would have the advantage of participating in ***essential*** courses prior to beginning their Grade 9 programming and would be better prepared for their secondary school careers.

1.4 Parent and Community Support

Hess Street School is very important to its parents (see attached letters of support). They value the staff commitment of meeting the needs of all children. Many parents welcome the opportunity for their older children to remain in their local school community for Grades 7 & 8. Family support networks are very important and they see the value of having older brothers and sisters in the same school setting. Often these older brothers and sisters are required to take on a parenting role for their family. Hess Street School Council is unanimous in requesting that consideration be given to the possibility of Hess Street School becoming a JK - Grade 8 community school.

2.0 CURRENT ORGANIZATION

At the present time Hess Street School is organized with:

- 5 JK/SK blended classes - approximately 50 JK students and 60 SK students
- 3 Grade 1 classes - approximately 60 students
- 2 Grade 2 classes - approximately 40 students
- 2 Grade 3 classes - approximately 50 students
- 2 Grade 4 classes - approximately 50 students
- 2 Grade 5 classes - approximately 50 students
- 2 Grade 6 classes - approximately 40 students

Even though the total school population fluctuates month to month due to high pupil turnover - population projections have remained consistent for the last number of years and it is predicted that numbers will remain consistent for the 2002/03 school year.
Even though the school is an open-concept school there are 18 classroom spaces (not including the 3 classrooms used for JK/SK). The remaining 6 classrooms are not utilized for Grade classrooms. These classrooms are used for ESL withdrawal, Learning Centre, mini computer lab/music room, special needs programming and Core French classes. Classes are organized with a homeroom teacher for core subjects (Language, Mathematics, Social Studies/Science) with modified forms of rotary to utilize individual staff strengths for the Arts (including music, drama, dance) and Phys. Ed.

3.0 PROPOSED ORGANIZATION

If population projections remain consistent the 2002/03 school organization would remain the same with the addition of 2 Grade 7 classes of approximately 25 students for a total school population of 475 students. The 2003/04 school organization would see the addition of 2 Grade 8 classes for a total school population of 525 students. For the 2003/04 school year - 16 grade classrooms would be required - leaving 2 classroom spaces for non-classroom use. School priorities would see these two spaces used for Learning Centre programming and intensive needs ESL withdrawal. The philosophy of Hess Street School has always been the inclusion of all students in regular classroom placement. Programming needs presently using classroom space (ie Core French, mini-computer lab etc.) can be addressed through regular classroom programming as opposed to discrete classroom space. For the 2002/03 school year the 2 Grade 6 classes and the 2 Grade 7 classes would be organized into a middle school component within the regular school organization. Core programming (Language, Mathematics and Social Studies) would be addressed through a half-day homeroom situation and individual staff strengths would be utilized for a mini-rotary to address the curriculum needs of Science, the Arts and Phys. Ed. For the 2003/04 school year the 2 Grade 6 classes, 2 Grade 7 classes and the 2 Grade 8 classes would be organized into a 6 class half-day room situation combined with a mini-rotary. Advantage would be taken of the close proximity of Sir John A. Macdonald Secondary School to make use of music rooms, gyms and science labs at particular times of the year. Accommodations for outside recess for the primary/junior students and inside breaks for the middle school students would be scheduled appropriately. Facilities required for lunch time could be accommodated through use of the school gym.

4.0 IMPACT IMPLICATIONS

The proposed organization would see the need for 2 additional staff members for the 2002/03 school year and 2 additional staff members for the 2003/04 school year along with subsequent increases in Teacher/Librarian, Learning Resource Teacher, Core French and ESL teacher allocations depending on existing funding formulas.

The additional students would also require an increase in school budget amounts depending on existing funding formulas.

Classroom and library resources would have to be ordered for the 2002/03 school year to address the needs of the incoming Grade 7 students and for the 2003/04 school year to address the needs of the incoming Grade 8 students.

At the present time Grade 6 students from Hess Street School go to Ryerson Middle School for Grade 7. With this proposal the implications for Ryerson would be a decrease in student population of approximately 40 students for the 2002/03 school year and a decrease of another 50 students for the 2003/04 school year.

5.0 RESOURCES

Resources have been addressed in a creative fashion. As surplus lists have been posted to the schools, Hess Street School has gathered surplus intermediate furniture. With the exception of student chairs, the school has acquired all the furniture they require for their anticipated intermediate expansion. The school has established an intermediate curriculum committee. This group has been purchasing materials over the past year and believes they have enough appropriate material to deliver a grade seven intermediate curriculum for the 2002-2003 school year. These materials include classroom as well as updated library resources. The school was originally built to serve a k to 8-student population; as a result there is a science lab in the building. The school also has a qualified science teacher who is looking forward to teaching the intermediate curriculum. New computers will be infused into the school through the regular system roll out of updated equipment. The only cost the school expects through this expansion is a request for new student chairs, which will be covered through the new classroom start up budget line.

6.0 SUPPORTING LITERATURE

Kugelmass, J.W., Not Made for Defeat, Association For Supervision and Curriculum Development. April. 2000.

Macdo, D., The Illiteracy of English-Only Immersion, Educational Leadership, December, 1999.

Porter, R.P., The Benefits of English Immersion, Educational Leadership, December, 1999.

Quezada. M.S., Wiley, T.G., Ramirez, J.D., How the Reform Agenda Shortchanges English Learners, Educational Leadership, December 1999.

Wardle, F., Children of Mixed Race - No Longer Invisible, Educational Leadership, December, 1999.

CHART # 1 ESL COMPONENT AT HESS STREET SCHOOL

- 425 students JK - Grade 6
- approximately 70% (300) meet criteria for ESL identification
- Criteria A (recently arrived in Canada 3 years or less for whom English is a new language) - 85
- Criteria B (born in Canada but speak a language other than English in the home) - 170
- Criteria C (limited literacy skills in their lst language/ or disruption in schooling and need support - 25
- Monitor (do not qualify for funding but still require direct ESL support) - 25
- approximately 60% of our school population are high needs ESL students with little or no facility with the English language
- these distributions are consistent across all grade levels
- in our present Grade 6 classes (41 students) over 70% (28 students) meet the criteria for ESL identification and subsequent programming needs

CHART # 2 SCHOOL DATA

1) **GRADE 3 EQAO AT LEVEL 3/4**

	96-97	97-98	98-99	99-00	00-01
READING	17%	51%	21%	35%	47%
WRITING	28%	37%	35%	33%	37%
MATHEMATICS	26%	51%	56%	58%	59%

2) **GRADE 6 EQAO AT LEVEL 3/4**

	96-97	97-98	98-99	99-00	00-01
READING			14%	17%	46%
WRITING			20%	29%	46%
MATHEMATICS			18%	27%	46%

— focus on vocabulary/application of language conventions

3) **GRADE 1—Brigance Vocab/Morrison Spelling**
Sep/00—98% preprimer/primer & 2% Gr.1
Jun/01—10% preprimer/primer & 90% Gr.1

4) **GRADE 2—Gates/McGinitie Vocab and Comp**
Sep/00—86% average +
Jun/01—89% average +

CHART # 3 SCHOOL COMMUNITY STATISTICS - 1996 CENSUS

i) average family income - $30 481 (among lowest in HWDSB)

ii) % of families with < $20 000 income/yr - 39 % (among highest %s in HWDSB)

iii) % of population with < Grade 9 education - 24% (among highest %s in HWDSB)

iv) % of population with university education - 13% (among lowest %s in HWDSB)

v) % of population with English as first language - 53% (among lowest %s in HWDSB)

vi) # of different languages spoken in school catchment areas - 28

CHART # 4 LETTERS OF SUPPORT

i) Hess Street School staff

ii) Hess Street School Council Chair - L. Davy

iii) Hess Street School parent - L. Bryers

iv) Hess Street School parent - P. Silva

v) Settlement and Integration Service Organization - Executive Director - M. Jafarpour

13-7

June 5,2001

OFFICE OF THE
JUN 11 2001
DIRECTOR OF EDUCATION

Mr. M. Matier
Director of Education and Secretary
100 Main Street West,
Hamilton, Ontario
L8N 3L1

Dear Sir:

Re: Hess Street School JK - 8 Model

Our School Council and community fully support the proposed changes of including grades 7 and 8 at Hess St. School. We would like these changes implemented in a speedy manner.

Please find enclosed an information sheet from our community meeting and signatures of Students and parents supporting the changes.

Feel free to contact me if you require any further information.

Thank you,

L. Bryers

Linda Bryers
Hess St. School Council
(905) 522-7291

cc. Doug Baker
Judith Bishop

enc.

13-8



Hess Street School

107 Hess Street North,
Hamilton
Ontario
L8R 2T1
Ph. 527-1439 , fax 527-8659

2000 10 13

MEMO

TO: C. Reid (Superintendent of Schools - City West)
FROM: Hess Street School Staff
RE: JK-Grade 8 Community School Proposal

Dear Mr. Reid,

As a staff we feel that the educational needs of the students of the Hess Street School Community can best be served in a JK- Grade 8 setting at Hess Street School. Our high Canadian born ESL component along with recent immigrant and refugee populations increases the numbers of students who have difficulties in school acquiring and reinforcing English language skills. Many of our students come from socially or financially disenfranchised homes. Our turnover rate of student transfers in and out approaches 90% during a school year. All of these factors have an adverse effect on academic achievement. Research has shown that a school culture that promotes inclusion and diversity is best able to address the educational needs of their students. Our proposal is a direct response to meet the educational needs of the Hess Street School Community and to continue to strive to improve school and individual academic achievement.

Research has shown that the more school moves that a student makes in his or her academic career, the greater the negative impact is on academic achievement. By creating a JK - Grade 8 school environment at Hess Street School we will be able to lessen the impact of having to make another move to a different school for Grades 7 & 8. For many immigrant and refugee families the only security that they are able to initially provide on arrival in Canada is the closeness and security of immediate family members. By eliminating the need to have older brothers and sisters attend a different school for Grades 7 & 8 we will be able to acknowledge the importance of the contributions that all family members make to a a student's well-being.

Please consider this letter as staff support for the proposal for Hess Street School to become a JK - Grade 8 school over the course of the next two years.

Yours truly,

Hess Street School Staff

13-9

D.B.

Joanne Coyne-Miller

Lonnie Gray

Jennifer Buckle

Jennifer Beaty

Joan Labor

Glenys Magill

Marion Smith

Sharron Short

Vera Sanders

Trudi Byers

Marilyn Salcicciolo

Kathryn Dinh

Isabel Helene

Michelle Martell

Madeleine Zeldin

Vio Mevis

Helen Demyan

Pam Rutter

Esther Yung

L. Gallacher

Sandy Lang

Maureen Cavera

Doreen McMahon

Sue McCormick

13-10

SETTLEMENT AND INTEGRATION SERVICES ORGANIZATION

May 10, 2000

To Whom It May Concern:

Settlement and Integration Services Organization (SISO) is a community-based organization which exists to serve immigrant and refugee communities in the Hamilton-Wentworth area. SISO advocates/asserts/supports the right of all people to fully participate in the social, economic, political, and cultural life of society.

SISO is supporting Hess Street School in their request to become a JK – Grade 8 Community School, as the organization believes this proposal will greatly benefit all students. This proposal, if approved, would eliminate the need for students to travel outside their community for 2 years and then return to Sir John A. MacDonald for high school. It will support and meet the needs of ESL students at Hess Street. The proposal will provide support for families living in the Hess Street School Community where there is a high number of ESL/immigrant/refugee populations.

For many newly-arrived families, their only support network is the immediate family. Thus, by keeping families together in one school we can maintain family support ties. In addition, many programs are in place at Hess Street to address the needs of ESL students. These programs can continue to provide valuable service to their families. SISO already has programs in place at Hess Street (i.e. Leadership Group), to facilitate leadership training and development of school leaders.

I believe this issue needs urgent attention. Please do not hesitate to contact me if you need further information.

Sincerely,

Morteza Jafarpour
Executive Director

135 Rebecca Street, Hamilton, Ontario L8R 1B9
Tel.: (905) 521-9917 • Fax: (905) 521-9216 • e-mail:siso@siso-ham.org • http://www.siso-ham.org

2000 10 16

13-11

ATTENTION:

C. Reid,
Superintendent of Schools - City West
Hamilton-Wentworth District School Board

The following letter supports Hess Street School's proposal to become a JK - Grade 8 school over the course of the next two years. This concept has been discussed numerous times by School Council in the past. At the present time - School Council - unanimously supports the request that consideration be given to the possibility of Hess Street School becoming a JK - Grade 8 community school.

Yours truly,

Mrs. L. Davy,
Chair of Hess Street School Council

13-12

Linda J. Bygors
143 Ray Street North.
Hamilton. Ontario
L8R 2Y3
905 522-7291

April 4,2000

Hess Street School
107 Hess Street North,
Hamilton, Ontario.
L8R 2T1

Mr. Doug Baker:

Re: Grades 7 & 8 at Hess St. School

I am a parent who very much supports the idea of having grades 7 & 8 introduced at Hess Street School. I feel that in these times of downsizing and perhaps school closure this would be an ideal alternative as well as encouraging and promoting our "Community" school.

As I am sure you are well aware our students must travel to Ryerson which is a fair distance away and out of our community. At this impressionable time of our children's lives it only makes sense to me to offer them less stress that attending a new school so far away would bring, and perhaps would save some from making some bad choices that often come with children of middle school age.

I am a single working parent of two children attending Hess, my daughter will be promoted into grade 7 in September. I would be much relieved to know that she was still attending school in our neighborhood where she has spent the better part of her life and is with her friends, teachers and school staff she is familiar with.

As a parent I am welcome and comfortable at Hess Street School anytime, I am thrilled at the possibility of the children growing up together and maintaining the social connections that are all linked to the school, Boy's and Girl's Club, tutoring, sports, checker club, reading buddies, leadership group, creative cooking, summer camp, to mention a few as I feel these extra activities are paramount in creating successful students.

page 2.....

13-13

It is my understanding that Hess St. School is the only Elementary school to directly feed into Sir John A. McDonald (other than Central School whose students have a choice) which makes it clear to me that we need a chance to keep our children in our community instead of sending them for two years.

Hess Street School has so much to offer the children and as parents we can easily support them in their home school. Please feel free to contact me if you require any further information.

Thank you for your consideration.

L Bryers

Linda Bryers

13-14

Dear: Member of the Board of Education

I am a concerned parent writing to you to express my concern with the closing of Hess St. School. This school is necessary in the Downtown Hamilton area. Both parents and teachers have always worked together to make the school better. Children from many different cultures and religious backgrounds attend this school and Hess has one of the best, if not the best, E.S.L. programs in the area. There have been many new developments at this school, and it has been recognized for them. We have and International language Program, which allow any child to learn a variety of different languages. At Hess the staff is very supportive of all the children and any special needs that they may have. The community has always supported Hess St. and recognizes it's efforts to try and improve the quality of our children's education. In fact there has been a donation of a very expensive playground set to the school by members of the community. We are very worried about it being closed down. It would be very harmful to the growth of the downtown community. Hess St. school runs many programs that many other schools don't, such as the breakfast club, and Boys and Girls Club, which allow our children to participate in both amusing and safe extra curricular activities. These types of programs help kids keep out of trouble, and are not a luxury but a necessity. We have an idea for bringing more kids to the school. We would like to extend the grade level of Hess St. school to grade 8, this would allow the school to meet the requirements that the board has placed on it and also make it much more convenient for students to go to grade 7 and 8. There would no longer be a need for the Downtown Hamilton area students to have to walk 20 minutes to school, like most of the kids do. Having grade 7 and 8 closer to students would largely improve their marks. Kids wouldn't have to worry about being late for school or having to pack lunches. They would be able to walk to school closer, and go home for lunch. We feel that this would solve not only those problems that are present at the moment but also many more unseen problems which would arise with the closing of Hess St. School.

Thank you for you time and patience
Sincerely

P Silva

Paulina Silva Concerned Parent

II -- MONITORING ITEMS

Human Resources

14. Staffing Report – Full-Time Equivalent Positions

Resource Allocation

15. 2001/2002 Financial Report – January 31, 2002
16. The Hamilton-Wentworth District School Board Foundation
    Audited Financial Statements – August 31, 2001
17. The Hamilton-Wentworth District School Board Foundation
    Administrative Costs

Committee of the Whole
March 18, 2002

#14

Committee of the Whole: Open
Monitoring Report: Resource Allocation

The Hamilton-Wentworth District School Board

Memo

Approved for distribution
by the Director.
Signature: M Matier
Date: 13/03/02

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: March 18, 2002

Re: Staff Report – Full Time Equivalent Positions

Monitoring Statement:

The number of full-time equivalent positions in place for the Board as of February 28, 2002 is consistent with the number anticipated.

Rationale:

The attached report identifies the number of full-time equivalent positions by expenditure category as of February 28, 2002.

DG
Attach.

C:\MyFiles\CTW0102\Staff Report Jan02.doc

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2001 ACTUALS				2002 ACTUALS								2001/2002 Approved
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	F.T.E.
Teachers - Elementary	2,020.10	2,026.00	2,026.00	2,026.00	2,026.00	2,026.00							2,025.50
Teachers - Secondary	1,220.02	1,221.68	1,221.68	1,221.68	1,221.68	1,196.18							1,215.57
Teacher Assistants	421.00	426.50	429.00	429.00	429.00	429.00							430.00
Professionals & Paraprofessionals	118.30	118.30	118.30	118.30	118.30	119.30							119.30
School Administration	403.93	403.93	403.93	403.93	403.93	403.93							394.13
Consultants & Special Assign. Tchrs.	28.00	28.00	28.00	28.00	28.00	28.00							28.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00	151.00							153.00
School Operations	462.00	462.00	462.00	462.00	461.00	461.00							459.75
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87							4.87
Transportation	3.25	3.25	3.25	3.25	3.25	3.25							3.25
Total Full Time Equiv. Positions	**4,833.47**	**4,846.53**	**4,849.03**	**4,849.03**	**4,848.03**	**4,822.53**							**4,833.37**
Staff on Loan (recoverable)	15.67	15.67	15.67	15.67	15.67	15.33							

14-1

Prepared by Human Resources - March 1, 2002

#15

The Hamilton-Wentworth District School Board

Memorandum

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Finance
Lucy Veerman, Manager of Budget

DATE: March 18, 2002

RE: **2001/2002 Financial Report - 2002 01 31**

Approved for distribution
by the Director
Signature: M Matier
Date: 13/03/02

Monitoring Statement:

Budget to actual trends that have been identified to date are outlined on page two of the report.

Rationale:

The attached report identifies expenditures, commitments and revenues as of January 31, 2002.

#15

The Hamilton-Wentworth District School Board

Memorandum

Approved for distribution by the Director

Signature: M Matier

Date: 13/03/02

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Finance
Lucy Veerman, Manager of Budget

DATE: March 18, 2002

RE: **2001/2002 Financial Report - 2002 01 31**

Monitoring Statement:

Budget to actual trends that have been identified to date are outlined on page two of the report.

Rationale:

The attached report identifies expenditures, commitments and revenues as of January 31, 2002.

The Hamilton-Wentworth District Scool Board
2001/2002 Financial Reporting

		Budget 2001/2002	Actuals 2002 01 31	% of Budget	Notes
Expenditures					
CLASSROOM					
Classroom Teachers/Library/Guidance	$	193,009,830	91,516,085	47.4%	
Occasional Teachers		4,763,035	3,147,870	66.1%	1
Educational Assistants		12,355,175	6,171,891	50.0%	
Classroom Computers		3,258,526	2,764,762	84.8%	
Textbooks and Supplies		12,522,202	5,485,689	43.8%	
Professionals and Para-Professionals		6,536,844	2,947,462	45.1%	
Staff Development		786,261	435,946	55.4%	
		233,231,873	112,469,705	48.2%	
NON-CLASSROOM					
Co-ordinators and Consultants		2,588,575	1,216,764	47.0%	
Teacher's Preparation Time		21,393,609	10,151,063	47.4%	
Principals & Vice-Principals		16,994,806	8,266,784	48.6%	
Department Heads		608,536	295,435	48.5%	
School Office		8,798,449	4,354,263	49.5%	
Continuing Education		2,654,260	1,084,877	40.9%	
		53,038,235	25,369,186	47.8%	
BOARD ADMINISTRATION & GOVERNANCE					
Trustees		125,850	36,047	28.6%	
Directors & Supervisory Officers		1,472,015	715,934	48.6%	
Board Administration		9,827,294	4,417,949	45.0%	
		11,425,159	5,169,930	45.3%	
TRANSPORTATION					
Pupil Transportation		10,619,306	5,682,138	53.5%	
PUPIL ACCOMMODATION					
Operations & Maintenance		37,883,165	17,222,710	45.5%	
School Renewal		6,823,796	7,296,731	106.9%	2
New Pupil Places		510,000	20,390	4.0%	
Other Capital and Approved Debt		11,148,240	2,863,856	25.7%	
		56,365,201	27,403,687	48.6%	
Total Expenditures	$	364,679,774	176,094,646	48.3%	
Revenues					
Student Focused Funding - Legislative Grants	$	366,004,774	160,455,842	43.8%	3
Miscellaneous Revenue		1,675,000	1,243,628	74.2%	
Prior Year's Deficit		(3,000,000)	(3,313,332)	110.4%	4
Total Revenues	$	364,679,774	158,386,138	43.4%	

15-2

The Hamilton-Wentworth District School Board

2001/2002 Financial Reporting

Notes To Financial Information

2002 01 31

Note 1

Actual expenditures as of January 31, 2002 represent 66.1% of the occasional teacher budget. Over the past several years, actual expenditures for occasional teacher usage have exceeded the budget. We will continue to monitor the occasional teacher usage.

Note 2

Actual expenditures for school renewal represent 106.9% of the budget. A report will be presented to the Committee of the Whole in April 2002 providing additional information on expenditures to date.

Note 3

The enrolment summary report for October 31, 2001 reflects a reduction in actual enrolment versus projected enrolment. The decrease in enrolment will result in a reduction in operating grants. Staffing at the secondary schools will be adjusted for second semester to mitigate the impact of the enrolment shortfall.

Note 4

The actual deficit for the year ended 2000/2001 is $3,313,333. The 2001/2002 budget included a projected prior year's deficit of $3,000,000. This difference of $313,333 will be included as part of the 2001/2002 projected year end forecast.

#16

The Hamilton-Wentworth District School Board

Memorandum

TO: The Chair and Members of the Committee as a Whole

FROM: Merv Matier, President of the Foundation
Lucy Veerman, Secretary and Treasurer of the Foundation
Jim Wibberley, Director of the Foundation
Irene Polidori, Manager of Finance

DATE: March 18, 2002

Approved for distribution by the Director.
Signature: M Matier
Date: 13/03/02

RE: **THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD FOUNDATION AUDITED FINANCIAL STATEMENTS – AUGUST 31, 2001**

MONITORING STATEMENT

The audited financial statements for The Hamilton-Wentworth District School Board Foundation for the fiscal year ended August 31, 2001, are attached.

RATIONALE:

The Hamilton-Wentworth District School Board has a Foundation to facilitate the acceptance of funds to be used for the education of students at its schools. The Foundation is a registered charitable organization and can issue donors receipts eligible for income tax purposes. Donations to the Foundation are used award students at graduation and to assist individual schools in their fundraising efforts.

The statements have been audited by the external auditor appointed by the Foundation, KPMG LLP, Chartered Accountants.

16-1

KPMG

Financial Statements of

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD FOUNDATION

Year ended August 31, 2001

16 - 2

KPMG LLP
Chartered Accountants
Box 976
21 King Street West Suite 700
Hamilton ON L8N 3R1

Telephone (905) 523-5200
Telefax (905) 523 2222
www.kpmg.ca

AUDITORS' REPORT

To the Directors of
The Hamilton-Wentworth District School Board Foundation

We have audited the balance sheet of The Hamilton-Wentworth District School Board Foundation as at August 31, 2001 and the statement of surplus for the year then ended. These financial statements are the responsibility of the Board's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Except as explained in the following paragraph, we conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In common with many not-for-profit organizations, the Foundation derives revenues from donations, the completeness of which is not susceptible of satisfactory audit verification. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the Foundation and we were not able to determine whether any adjustments might be necessary to these revenues, assets and surplus.

In our opinion, except for the effects of adjustments, if any, which we might have determined to be necessary had we been able to satisfy ourselves concerning the completeness of the donation revenues referred to in the preceding paragraph, these financial statements present fairly, in all material respects, the financial position of the Foundation as at August 31, 2001 and the results of its operations for the year then ended in accordance with Canadian generally accepted accounting principles.

KPMG LLP
Chartered Accountants

Hamilton, Canada
February 8, 2002

KPMG LLP, a Canadian owned limited liability partnership established under the laws of Ontario, is a member firm of KPMG International, a Swiss association.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD FOUNDATION
BALANCE SHEET
AUGUST 31, 2001

ASSETS	2001 Endowment	2001 Restricted	2001 Total	2000 Total
Cash	$ 715,801	$ 535,529	$ 1,251,330	$ 490,257
Investments	10,826	-	10,826	613,653
Accrued Interest Receivable	-	2,110	2,110	5,639
Accounts Receivable	-	-	-	1,384
TOTAL ASSETS	$ 726,627	$ 537,639	$ 1,264,266	$ 1,110,933
LIABILITIES				
Accounts Payable	$ -	$ 230,935	$ 230,935	$ 222,815
SURPLUS				
Endowment Funds	726,627	-	726,627	637,066
Restricted Funds	-	306,704	306,704	251,052
	726,627	306,704	1,033,331	888,118
TOTAL LIABILITIES AND SURPLUS	$ 726,627	$ 537,639	$ 1,264,266	$ 1,110,933

STATEMENT OF SURPLUS
FOR THE YEAR ENDED AUGUST 31, 2001

	Endowment Funds	Restricted Funds	2001 Total	2000 Total
BALANCE, JANUARY 1	$ 637,066	$ 251,052	$ 888,118	$ 858,186
REVENUE				
Donations	2,943	250,900	253,843	127,159
Interest	695	60,676	61,371	37,501
Trust Fund Transfer (note 6)	83,923	10,912	94,835	-
Transfers between Funds	2,000	-	2,000	5,547
	89,561	322,488	412,049	170,207
EXPENDITURES				
Awards/Disbursements	-	264,836	264,836	134,728
Transfers between Funds	-	2,000	2,000	5,547
	-	266,836	266,836	140,275
BALANCE, AUGUST 31	$ 726,627	$ 306,704	$ 1,033,331	$ 888,118

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2001

1. NATURE OF OPERATIONS

The Hamilton-Wentworth District School Board Foundation is incorporated under the laws of the Province of Ontario. It is a not-for-profit organization and, as such, is exempt from income taxes under the Income Tax Act.

2. SIGNIFICANT ACCOUNTING POLICIES

(a) Fund Accounting

The Hamilton-Wentworth District School Board Foundation follows the restricted fund method of accounting for contributions.

The Endowment Fund reports restricted resources that are to be maintained permanently, based on specifications outlined when donations were made. Investment income earned on resources of the Endowment Fund are utilized depending on the nature of any restrictions imposed by contributors of funds for endowment.

The Restricted Fund reports restricted resources that are to be used based on specifications outlined when donations were made.

(b) Revenue Recognition

Contributions for endowment are recognized as revenue in the Endowment Fund.

Restricted contributions are recognized as revenue of the appropriate restricted fund.

Investment income earned on Endowment Fund resources is recognized in the Endowment or Restricted Fund dependent on the nature of any restriction imposed by the contributor of funds or endowment. If no restrictions exist, the funds are used in the Restricted Fund.

Investment income earned on Restricted Fund resources is recognized as revenue in that specific fund.

(c) Contributed Materials

The fair market value of donated materials are recorded when received.

3. DONATED MATERIALS

The Foundation received donated materials valued at $31,846 during the current year, (2000 - $10,909).

4. STATEMENT OF CHANGES IN CASH FLOWS

A statement of changes in cash flows has not been prepared as it would provide no additional information.

5. COMPARATIVE FIGURES

The comparative figures are for the eight month period ended August 31, 2000.

6. TRUST FUNDS

Trust funds for student awards administered by The Hamilton-Wentworth District School Board were transferred by board motion to The Hamilton-Wentworth District School Board Foundation in May 2000. That transfer and any former Trust Fund activity are reflected in these statements.

The Hamilton-Wentworth District School Board Foundation
Analysis of Investments
As of August 31, 2001

Agnes Kelly King Award	Canada Trust - 5.30% October 26, 1999 - October 26, 2005	$	1,000
Anthony Mollica Language Award	Laurentian Bank - 2.50% September 16, 1999 - September 16, 2001		1,000
E. M. Ottman Award	Canada Trust - 5.10% July 25, 2000 - July 25, 2002		300
Eleanor Basadur Memorial Award	Canada Trust - 5.05% July 26, 2000 - July 26, 2002		2,284
Great War Memorial Award - Elementary	Canada Trust - 5.30% October 26, 1999 - October 26, 2005		800
Great War Memorial Award - Secondary	Laurentian Bank - 2.50% September 16, 1999 - September 16, 2001		500
J. L. Gibson Award	Canada Trust - 3.00% August 31, 1999 - August 31, 2001		1,700
Old Valley Trust	National Trust - 4.05% January 22, 2000 - January 22, 2002		2,016
Russell J. Woods Memorial Award	Canada Trust - 5.10% July 25, 2000 - July 25, 2003		726
W. C. Ryckman Memorial Award	Laurentian Bank - 2.50% September 16, 1999 - September 16, 2001		500
		$	10,826
Market Value of Investments at August 31, 2001		$	10,826

The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Endowment Funds	Balance September 1 2000	Donations	Interest	Transfers	Balance August 31 2001
A. M. Santonato Outstanding Citizenship Award	$ 500	$	$	$	$ 500
A. Morrell Memorial Scholarship	3,450				3,450
A.D. Needle Trust Fund Award	2,841				2,841
A.J. Krever Award	1,850				1,850
Agnes Kelly King Award	0			1,600	1,600
Allan Greenleaf Memorial Bursary	7,367				7,367
Alma Knapman Award	115,000				115,000
Alumni Award	0			1,582	1,582
Andrew MacDonald Award	1,250				1,250
Anthony Mollica Language Award	0			1,000	1,000
Art Scholarship	5,100				5,100
Award of Merit	500				500
Barry Clarke History Award	0			2,000	2,000
Bill Mastin Memorial Award	7,150				7,150
Buchan Medal Award	1,050				1,050
C. Thomas Lowe Memorial Award	925				925
C.G.W. McKague Award	1,850				1,850
C.M.H.C. & Ham. & Dist. Home Builders Assoc. Award	36,180				36,180
Carol Moule Memorial Award	39,286				39,286
Cheryl Anne Facey Award	0	2,943		12,000	14,943
Continuing Education Award	6,000				6,000
Craig Anderson Memorial Creative Writing Award	5,175				5,175
Delta Staff Association Award	250				250
Doris Gasse Award	500				500
Doris Washington Music Award	3,197		94		3,291
Dr. E.A. Hutton Award	5,027				5,027
Dr. Harry Paikin Memorial Fund	3,925				3,925

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Endowment Funds	Balance September 1 2000	Donations	Interest	Transfers	Balance August 31 2001
E. M. Ottman Award	$ 0	$	$	$ 300	$ 300
E. Michael Zebroski Music Scholarship	3,550				3,550
Eleanor Basadur Memorial Award	0			2,284	2,284
Elma Darlington Award	2,000				2,000
Elva Kendall Newlands Award in Literature	2,200				2,200
Emily Kirby Award in Family Studies	200				200
English Literature Award	500				500
Ernie Weeks Male Athlete of the Year Award	0			2,500	2,500
Ethel A. Ryckman Memorial Award	0			550	550
Ezra E. Parkehouse Prize	100				100
Former Waterdown High School Award	0			1,613	1,613
Frank A. Magee Award	215				215
G.L. Cooper Award	500				500
George R. Allan Prize	200				200
George R. Parke Award	590				590
Gladys McAndrew Memorial Fund	3,951		74		4,025
Great War Memorial Award - Elementary	0			800	800
Great War Memorial Award - Secondary	0			1,000	1,000
H.H. Lowden Award	1,550				1,550
Hamilton Draftman's Association Prize	3,850				3,850
Hamilton Place Award	100				100
Hanover - B'nai Brith Award	5,000				5,000
Hardy Awrey Memorial Fund	6,529		262		6,791
Harry Branson Craig Award	0			19,099	19,099
Helen Detwiler Fund	5,675				5,675
Hess Street Proficiency Award	1,050				1,050
Hess Street School Reunion Award	2,000				2,000

The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Endowment Funds	Balance September 1 2000	Donations	Interest	Transfers	Balance August 31 2001
Hill Park Art Award	$ 250	$	$	$	$ 250
Hope Lee Award	0			3,635	3,635
Ida M. Robb Memorial Award	1,275				1,275
J. L. Gibson Award	0			3,000	3,000
James Johnson Memorial Award	10,020				10,020
James V. Guidice Estate	174,000				174,000
Jansen H.H. Memorial Award Fund	205				205
Jason Wong Memorial Fund	1,720				1,720
Jay Carrington Memorial Fund	914				914
Jim Cunningham Computer Memorial Award	4,338		174		4,512
Joe Mills Memorial Fund	0			1,120	1,120
John and Anna Gerula Academic Award	1,200				1,200
John Hill Second Language Award	1,080				1,080
John McCullough Award	450				450
L. George Russell Award	345				345
L. Pocklington Award	0			150	150
Laura Miller Award in Public Speaking	24,200				24,200
Lawrence Munroe Scholarship	9,515				9,515
Lucille Laframboise Memorial Award	3,834		45		3,879
Luke H. LeRoy Award	1,000				1,000
Madelaine Westland Memorial Award	1,000				1,000
McIlwraith War Memorial Award	150				150
Megan Lawrence Alternative Education Fund	10,500				10,500
Memorial Award	5,933				5,933
Michael George Sudar Award	3,195				3,195
Michael Lytwyn Memorial Award	804				804
Muriel Eastman Scholarship in English	330				330

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Endowment Funds	Balance September 1 2000	Donations	Interest	Transfers	Balance August 31 2001
Murray Black Music Scholarship	$ 6,450	$	$	$	$ 6,450
Noreen Buxton Memorial Fund	2,400				2,400
Norm Vickers Memorial Award	1,000				1,000
Norman E. Reid Award	2,580				2,580
Nugent Scholarship	0			14,020	14,020
Old Valley Trust	0			2,000	2,000
OSSTF/ Dorothy Collingwood Scholarship	2,250				2,250
Paardeburg IODE Award	5,000				5,000
Pat Kirby Citizenship Award	3,427		46		3,473
Paul J. Myler Trust	5,250				5,250
R. Cole Award	595				595
Ray McCormick Award - former Trust Fund	0			1,944	1,944
Ray McCormick Award - Foundation	1,300				1,300
Recognition of Excellence Award	6,310				6,310
Roy S. Cartmell Memorial Fund	1,060				1,060
Royal Oak Dairy Award	800				800
Russell J. Woods Memorial Award	0			726	726
Russell N. Eden Art Awards	7,000				7,000
Sandi Bell Award	600				600
Seneca School Citizenship Foundation Award	150				150
Sharon MacKay Trust Fund	3,475				3,475
Shubha Dighe's "Buddy" Award	500				500
Sir Allan MacNab Academic Award	5,128				5,128
Sir John A. Macdonald Secondary School Award	2,120				2,120
Sir John M. Gibson Award	1,100				1,100
Stan Sobel Award	12,500				12,500
Stella Osborn Award	6,050				6,050

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Endowment Funds	Balance September 1 2000	Donations	Interest	Transfers	Balance August 31 2001
Strathcona Reunion Committee Award	$ 600	$	$	$	$ 600
Susan E. Bennetto Award	1,120				1,120
Thomas F. McIlwraith Award	200				200
Vern Ames Prize in Mathematics	7,210				7,210
W. C. Ryckman Memorial Award	0			500	500
Walter Gasparik Memorial Award	1,000				1,000
Weeks Sheild	0			2,500	2,500
Wm. Alexander Lees Memorial Scholarship	5,000				5,000
Wm. Flannigan Geography Prize	500				500
Wm. J. Summers Award	0			10,000	10,000
	$ 637,066	$ 2,943	$ 695	$ 85,923	$ 726,627

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
A. M. Cunningham School Fund	$ 40	$ 1,000	$ 25	$ (650)	$ 415
A. M. Santonato Outstanding Citizenship Award	67		49		116
A. Morrell Memorial Scholarship	193		217	(170)	240
A.D. Needle Trust Fund Award	289	40	185	(120)	394
A.J. Krever Award	233		129		362
Adelaide Hoodless School Fund	0	360		(360)	0
Agnes Kelly King Award	0			(93)	(93)
Allan Greenleaf Memorial Bursary	684	56	695		1,435
Allenby School Fund	542	500	23	(1,065)	0
Alma Knapman Award	7,752		7,339	(4,700)	10,391
Alumni Award	0			1,557	1,557
Ancaster High School Fund	0	4,500		(4,500)	0
Ancaster Senior School Fund	3				3
Andrew MacDonald Award	489		116		605
Ann Chasty Memorial Bursary	389	250	20	(250)	409
Anthony Mollica Language Award	0		41	143	184
Art Scholarship	245		322	(240)	327
Award of Merit	79		36	(30)	85
Balaclava School Fund	719		62		781
Barry Clarke History Award	(50)			113	63
Barton Secondary School Fund	235		20		255
Bennetto Middle School Fund	85	2,000	79		2,164
Beverly Central School Fund	3				3
Bill Mastin Memorial Award	761		462	(400)	823
Billy Green School Fund	5	1,784		(1,784)	5
Bob Gillie Memorial Math Award	0	3,255	58	(100)	3,213
Buchan Medal Award	205		75	(100)	180
Buchanan Park School Fund	183	1,000	16	(1,000)	199

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
Burkholder Drive Middle School Fund	$ 83	$	$ 7	$	90
C. E. Lewis Award	602		37	(200)	439
C. H. Bray - School Fundraising	569	485	86		1,140
C. Thomas Lowe Memorial Award	461		94		555
C.G.A. Association Award - former Trust Fund	0			131	131
C.G.A. Association Award - Foundation	18		2		20
C.G.W. McKague Award	160		116	(80)	196
C.M.H.C. & Hamilton & District Home Builders Assoc. Award	3,939		2,338	(1,755)	4,522
Carol Moule Memorial Award	2,337		2,486	(2,000)	2,823
Cecil B. Stirling School Fund	0	150		(150)	0
Centennial School Fund	3				3
Central Park School Fund	8		1		9
Central School Fund	11	1,000	1	(1,000)	12
Charles Chasty Memorial Scholarship	306	250	13	(250)	319
Chedoke School Fund	397	100	42		539
Cheryl Anne Facey Award	0			(332)	(332)
City Wide Choir Fund	506	37,989	1,385	(700)	39,180
Continuing Education Award	587		404		991
Craig Anderson Memorial Creative Writing Award	520		327	(300)	547
Dalewood Elementary School Fund	4,541		89	(4,455)	175
Delta School Fund	30,391	19,880	1,582	(51,807)	46
Delta Staff Association Award	27	21	16	(30)	34
Directors Discretionary Fund	14,986	920	1,417		17,323
Doesburg Needy Student Award	549		47		596
Doris Gasse Award	63		34	(25)	72
Doris Washington Music Award	0		100		100
Dr. E.A. Hutton Award	475		318	(250)	543
Dr. Harry Paikin Memorial Fund	811		298	(208)	901

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
Dr. J. Edgar Davey School Fund	$ 0	$ 9,600	$ 21	$ (9,550)	$ 71
Dr. J. Seaton School Fund	239	310	21	(310)	260
Dundana School Fund	10		1		11
Dundas Central School Fund	0	458		(458)	0
Dundas District School Fund	2	1,041		(1,041)	2
E. M. Ottman Award	0		16	173	189
E. Michael Zebroski Music Scholarship	249		227	(80)	396
Earl Kitchener School Fund	936	525	81	(675)	867
Eastdale School Fund	6		1		7
Eastmount Park School Fund	46		4		50
Eleanor Basadur Memorial Award	0		115	193	308
Elma Darlington Award	428		155		583
Elva Kendall Newlands Award in Literature	453		164	(60)	557
Emily Kirby Award in Family Studies	59		17		76
English Literature Award	45	14	32	(30)	61
Ernie Weeks Male Athlete of the Year Award	0			371	371
Erwin W. Seidel Scholarship	1,267	1,000	57	(1,000)	1,324
Ethel A. Ryckman Memorial Award	0			657	657
Ezra E. Parkehouse Prize	34		9		43
Fairfield School Fund	0	500		(500)	0
Feeding Basic Needs	13,534	4,894	1,332	(1,162)	18,598
Fernwood Park School Fund	1				1
Fessenden School Fund	480	490	41	(490)	521
Flamborough Centre School Fund	0	50		(50)	0
Former Waterdown High School Award	0			1,815	1,815
Frank A. Magee Award	16	1,000	44	(25)	1,035
Franklin Road School Fund	2				2
Friends of Westdale Rowing	2,465		213		2,678

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
G.L. Cooper Award	$ 198	$	$ 45	$ (100)	$ 143
George and Jessie Joynt Memorial Scholarship	0	1,125		(1,125)	0
George Pearce Memorial Bursary	0	1,000		(1,000)	0
George R. Allan Prize	244		33		277
George R. Parke Award	61		39	(35)	65
Gibson School Fund	0	3,685	8	(3,685)	8
Gladys McAndrew Memorial Fund	421		200	(200)	421
Glen Brae School Fund	3				3
Glen Echo School Fund	12		1		13
Glendale Secondary School Outreach Fund	10	200	1	(200)	11
Glenwood School Fund	7,403	26,438	1,835	(950)	34,726
Gordon Price School Fund	30		3		33
Graduation Award	1,252		103	(300)	1,055
Grange School Fund	18	85	2	(85)	20
Great War Memorial Award - Elementary	0		122	303	425
Great War Memorial Award - Secondary	0		21	627	648
Greensville School Fund	597	1,135	51	(1,135)	648
H.H. Lowden Award	110		101	(56)	155
Hamilton Draftmen Association Prize	1,242		316	(300)	1,258
Hamilton Foundation Bursary	2				2
Hamilton Place Award	12	15	7	(20)	14
Hamilton Teachers' Credit Union Community Commitment Award	(568)				(568)
Hamilton Teachers' Credit Union School Fund	7,471		644		8,115
Hampton Heights School Fund	0	100		(100)	0
Hanover - B'nai Brith Award	938		512		1,450
Hardy Awrey Memorial Fund	805		200	(200)	805
Harry Branson Craig Award	0			(268)	(268)
Helen Detwiler Fund	4,339	1,000	720	(3,168)	2,891

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
Hess Street Proficiency Award	$ 143	$	$ 74	$	$ 217
Hess Street School Fund	2,925	5,000	232	(5,000)	3,157
Hess Street School Reunion Award	317		141	(50)	408
Highland Secondary School Fund	13		1		14
Highview School Fund	239	100	21	(100)	260
Hill Park Art Award	108		24		132
Hill Park Secondary School Fund	0	2,938		(2,938)	0
Hillcrest - Underground Railroad Tour	1	266		(266)	1
Hillsdale School Fund	0	500	4	(500)	4
Holbrook School Fund	2	1,020	8	(875)	155
Hope Lee Award	0			169	169
HPA Needy Students Fund	2,231		192		2,423
Ida M. Robb Memorial Award	64		79	(65)	78
J.D. Watson Award	12		1		13
J.L. Gibson Award	0		148	1,377	1,525
James Johnson Memorial Award	1,163		652	(1,100)	715
James MacDonald School Fund	1				1
James V. Guidice Estate	20,445		11,857	(2,100)	30,202
Jansen H.H. Memorial Award Fund	67		18		85
Jason Wong Memorial Fund	305		121	(90)	336
Jay Carrington Memorial Fund	78	75	64		217
Jim Cunningham Computer Memorial Award	100		100	(100)	100
Jim O'Connor Co-op Award	0	500		(500)	0
JMG Compusmart Secondary Awards	1,139		27	(900)	266
Joe Mills Memorial Fund	0			777	777
John and Anna Gerula Academic Award	141		82	(50)	173
John Hill Second Language Award	131		71	(50)	152
John McCullough Award	35		29	(20)	44

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
Judy Watson Memorial Award	$ 0	$ 1,205	$	$	$ 1,205
Karl Heinz Memorial Scholarship	607	500	26	(500)	633
Klokoff Award	161		14		175
L. George Russell Award	9		21	(20)	10
L. Pocklington Award	0		7	230	237
Lake Avenue School Fund	3	1,500		(1,500)	3
Laura Miller Award in Public Speaking	7,728		2,074	(385)	9,417
Lawfield School Fund	471		41		512
Lawrence Munroe Scholarship	2,672		739	(1,100)	2,311
Lillian Orban Community Commitment Award	1,031	100	86	(100)	1,117
Linden Park School Fund	7		1		8
Lucille Laframboise Memorial Award	306		200	(200)	306
Luke H. LeRoy Award	487		101		588
Madelaine Westland Memorial Award	117		67	(50)	134
Margaret Pearce Memorial Bursary	0	1,000		(1,000)	0
Mark Wallace Memorial Award	0	200		(200)	0
McIlwraith War Memorial Award	70		15		85
Megan Lawrence Alternative Education Fund	1,551		735	(800)	1,486
Memorial - Hamilton - School Fund	4,518	11,126	425	(12,590)	3,479
Memorial Award	1,505		479		1,984
Memorial School Fund (Stoney Creek)	0	2,000	17	(1,730)	287
Michael George Sudar Award	1,068	555	305	(300)	1,628
Michael Lytwyn Memorial Award	162		58	(40)	180
Mountain Secondary School Fund	0	1,000		(1,000)	0
Mountain View School Fund	6		1		7
Mountview School Fund	131		11		142
Muriel Eastman Scholarship in English	37		22	(20)	39
Murray Black Music Scholarship	320		401	(350)	371

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
Needy Children Fund	$ 325	$	$ 13	$ (338)	$ 0
Noreen Buxton Memorial Fund	204		163	(100)	267
Norm Vickers Memorial Award	122		96	(50)	168
Norman E. Reid Award	435		177	(250)	362
Norwood Park School Fund	250		22		272
Nugent Scholarship	0			(507)	(507)
Old Valley Trust	0		82	150	232
Orchard Park Secondary School Fund	2	1,500		(1,500)	2
OSSTF/Dorothy Collingwood Scholarship	135		136	(100)	171
Other Awards - By Name					
* Beaver Foods Scholarships	833		77		910
* Celebrate the Millenium Award	52		8		60
* Dave Brown Archives Fund	496		39		535
* Hamilton-Wentworth District School Board Fund	0	27,978		(27,978)	0
* Laidlaw Scholarship	0	500		(500)	0
* Liu Yang's Mathcamp - SJAM	3,130		262		3,392
Paardeburg IODE Award	450		324	(500)	274
Parkdale School Fund	4				4
Parkside High School Fund	7	2,500	1	(2,500)	8
Parkwood School Fund	16		1		17
Pat Kirby Citizenship Award	481		200	(200)	481
Paul J. Myler Trust	2,619	1,000	639		4,258
Pauline Johnson School Fund	747		64		811
Peace Memorial School Fund	36	211	3	(211)	39
Pearle and Sam Paikin Tunelight Fund	0	100	1	(100)	1
Philip Family Award	503		36	(100)	439

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
Pleasant Valley School Fund	$ 12	$	$ 1	$	13
Prince of Wales School Fund	0	700		(700)	0
Prince Philip School Nutrition Fund	167	2,476	13	(2,476)	180
Queen Mary School Fund	119	5,000	28	(5,147)	0
Queen Victoria School Fund	250		22		272
Queen's Rangers School Fund	3				3
R. A. Riddell School Fund	1,000	9,250	80	(9,250)	1,080
R. Cole Award	171		50		221
R. L. Hyslop School Fund	24	763	2	(763)	26
Ray Irvine Memorial Award for Young Authors	116		10		126
Ray McCormick Award - former Trust Fund	0			(9)	(9)
Ray McCormick Award - Foundation	213		94	(50)	257
Recognition of Excellence Award	2,117		554		2,671
Red Hill School Fund	1				1
Richard Beasley School Fund	474		41		515
Rob Johnstone Memorial Award	41	300	3	(300)	44
Robert Land School Fund	9	1,750	1	(1,750)	10
Rosedale School Fund	0	500		(500)	0
Rousseau School Fund	23,646		2,040	(25,686)	0
Roxborough Park School Fund	59	1,650	5	(1,650)	64
Roy S. Cartmell Memorial Fund	128		72	(60)	140
Royal Oak Dairy Award	58		52	(30)	80
Russell J. Woods Memorial Award	0		37	45	82
Russell N. Eden Art Awards	3,453		710		4,163
Ryckman's Corners School Fund	1				1
Ryerson School Fund	145	4,626	39	(4,581)	229
Sandi Bell Award	55		40	(35)	60
Sanford Avenue School Fund	278	7,000	21	(7,000)	299

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
Scott Park Secondary School Fund	$ 4	$	$	$	$ 4
Scott Park Undergraduate Bursary	16		1		17
Seneca School Citizenship Foundation Award	5		9		14
Seneca School Fund	148		13		161
Sharon MacKay Trust Fund	206		219	(200)	225
Sherwood Heights School Fund	144		12		156
Sherwood Secondary School Fund	173	1,150	15	(1,150)	188
Shubha Dighe's "Buddy" Award	70		36		106
Sino-Canadian Friendship Award	207		18		225
Sir Allan MacNab - Needy Students Fund	119	1,702	10	(1,702)	129
Sir Allan MacNab Academic Award	(739)		378		(361)
Sir John A. Macdonald School Fund	0	750		(750)	0
Sir John A. Macdonald Secondary School Award	227		138	(90)	275
Sir John M. Gibson Award	187		80	(40)	227
Sir Wilfrid Laurier School Fund	1				1
Sir Winston Churchill Secondary School Fund	0	150		(150)	0
Spencer Valley School Fund	5	8,649		(8,654)	0
Stan Sobel Award	3,169		1,010		4,179
Stelco Credit Union Business Education Scholarship	16	500	1	(500)	17
Stella Osborn Award	345		379	(400)	324
Stinson Street School Centennial Award	123		11		134
Stinson Street School Fund	131		11		142
Stinson Street School Nutrition Program	6,631		572		7,203
Strathcona Reunion Committee Award	158		49		207
Strathcona School Fund	0	500		(500)	0
Susan E. Bennetto Award	177		80	(70)	187
Szucs Needy Student Fund	184		15	(25)	174
Thomas F. McIlwraith Award	91		20		111

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The Hamilton-Wentworth District School Board Foundation
Statement of Surplus
For the Year Ended August 31, 2001

Restricted Funds	Balance September 1 2000	Donations	Interest	Disbursements/ Transfers	Balance August 31 2001
Thornbrae School Fund	$ 19	$ 850	$ 9	$ (850)	$ 28
Tweedsmuir School Fund	806	100	70	(100)	876
Vern Ames Prize in Mathematics	581		463	(580)	464
Vincent Massey School Fund	31		3		34
Viscount Montgomery School Fund	357		31		388
W. H. Ballard School Fund	704	500	73		1,277
W.C. Ryckman Memorial Award	0		21	56	77
Walter Chasty Memorial Award	207		18		225
Walter Gasparik Memorial Award	55		63	(50)	68
Westdale Computer Fund	638		55		693
Westdale Secondary School Fund	18,562	3,493	1,601	(3,493)	20,163
Westmount Secondary School Fund	1	3,962		(3,987)	(24)
Westview School Fund	395		34		429
Westwood School Fund	149	1,000	38	(500)	687
Wm. Alexander Lees Memorial Scholarship	110		298	(250)	158
Wm. Flannigan Geography Prize	252		48	(40)	260
Wm. J. Summers Award	0			(1,759)	(1,759)
	$ 251,052	$ 250,900	$ 60,676	$ (255,924)	$ 306,704

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The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

A. Morrell Memorial Scholarship	$	170	W. H. Ballard	Students standing highest in Arithmetic (3 awards - 1@ $85, 1 @ $50, 1 @ $35).
A. D. Needle Trust Fund Award		120	Secondary Schools	Highest mark in English and History (3@ $40).
A. J. Krever Award		0	Alternative Education Program	Awarded annually to one student having shown great progress and indicated a willingness to continue to study beyond this program (not given).
Adelaide Hoodless School Fund		360	Adelaide Hoodless	General school fund.
Agnes Kelly King Award		100	Ancaster High	Graduating student going to University (1@ $100).
Allan Greenleaf Memorial Fund		0	All Schools	Planting of a tree at each school in memory of Mr. Greenleaf.
Allenby School Fund		1,065	Allenby	General school fund.
Alma Knapman Award		4,700	Hamilton Elementary Schools	Grade 8 boy and girl from each school who have demonstrated progress in general proficiency and character development (47 @ $100).
Alumni Award		100	Waterdown High	Graduating student (1 @ $100).
A.M. Cunningham School Fund		650	A. M. Cunningham	General school fund.
Ancaster High School Fund		4,500	Ancaster High	General school fund.
Ancaster Senior School Fund		0	Ancaster Senior	General school fund.
Andrea Michelle Santonato Outstanding Citizenship Award		0	James MacDonald	Awarded to a student of good character who works well with others and demonstrates good citizenship (school and personal plaque). (New).
Andrew MacDonald Award		0	Parkview	Two awards - greatest improvement in academic subjects and vocational subjects (not given).
Ann Chasty Memorial Bursary		250	Delta	Awarded to a student(s) who have shown high academic standing, and who demonstrate financial need (5 @ $50).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Anthony Mollica Language Award	$ 75	Former County Secondary Schools	Student with the highest average mark in French or combined French and another language (1 @ $75).
Art Scholarship	240	Sir John A. Macdonald	Art, Architectural Drafting and Mechanical Drafting awards (1 @ $75, 3 @ $55).
Award of Merit	30	Sanford Avenue	Graduating student who has exhibited academic excellence, concern and respect for others and honesty, sincerity and dependability (1 @ $30).
Barry Clarke History Award	50	Memorial	History student award (1 @ $50).
Bennetto Middle School Fund	0	Bennetto	General school fund.
Bill Mastin Memorial Award	400	2 to Hill Park 2 City-wide	"Personal Growth" awarded to 2 students who have shown the most personal growth; "Science Award" to 2 students who have demonstrated an outstanding attitude, achievement and performance in the field of science (4 @ $100).
Billy Green School Fund	1,784	Billy Green	General school fund.
Bob Gillie Memorial Math Award	100	Sir John A. Macdonald	Graduating student who has studied math at the applied level and exhibits positive qualities toward school and others (1 @ $100).
Buchan Medal Award	100	Sherwood	Proficiency in Latin and English (2 @ $50).
Buchanan Park School Fund	1,000	Buchanan Park	General school fund.
Burkholder Drive School Fund	0	Burkholder	General school fund.
C. Thomas Lowe Memorial Award	0	Sherwood	General proficiency awards (not given).
C.B. Stirling School Fund	150	C.B. Stirling	General school fund.

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

C.E. Lewis Award	$ 200	Sir Allan MacNab	Awarded to a student who: plans to attend a post-secondary institution, maintains an active and positive profile in the extra-curricular program, and attains a high academic average in two senior English credits and in a senior Social Science (2 @ $100).
C. G. W. McKague Award	80	Secondary Schools on Rotation basis	One student who has the highest mark in second year Music Studies and intends to continue the study of music in the senior grades (1 @ $80).
C.H. Bray School Fund	0	C.H. Bray	General school fund.
Canada Mortgage and Housing Corporation and Hamilton & District Home Builders Association Award	1,755	Secondary Schools (Composite & Vocational)	Awarded annually to one or more Grade 11 student(s) per school who are enrolled in 2 or more Technological courses and who have demonstrated high achievement, a good work ethic and intent to continue in a Technological program in Grade 12 (1 @ $160, 4 @ $80, 3 @ $53, 25 @ $32, 6 @ $26, 10 @ $16).
Carol Moule Memorial Award	2,000	Westdale	To be awarded annually to the students outstanding in the subjects of Chemistry and Physics (2 @ $1,000).
Central School Fund	1,000	Central	General school fund.
Central Park School Fund	200	Central Park	General school fund.
Charles Chasty Memorial Scholarship	250	Delta	Awarded to a student(s) who have shown high academic standing, and who demonstrate financial need (1 @ $250).
Cheryl Anne Facey Award	800	Former County Elementary Schools	One boy and one girl who demonstrate positive qualities and an appreciation for music (2 @ $400).
Continuing Education Award	0	Continuing Education Evening School Programs	Student(s) having taken a Grade 12 Evening School credit course, having demonstrated ambition, having shown significant achievement and having some financial need in order to further his/her education (not given).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Craig Anderson Memorial Creative Writing Award	$	300	Sherwood	To graduating students with interest or skill in the field of Creative Writing (1 @ $200, 2 @ $50).
Dalewood Elementary School Fund		4,455	Dalewood	General school fund.
Delta Secondary School Fund		51,807	Delta	General school fund - primary goal of this campaign was to upgrade the back campus.
Delta Staff Association Award		30	Delta	Graduating student who has exemplified the highest principles of scholarship, citizenship and sportsmanship (1 @ $30).
Directors Discretionary Fund		0	All Elementary and Secondary Schools	General Board Fund (not given).
Doesburg Needy Student Award		0	Westdale	To provide funds for both academic and materials needs for needy students as determined by the guidance department and the administration of Westdale (not given).
Doris Gasse Award		25	Mountain Secondary	Outstanding graduate on the basis of general proficiency and progress in the English Language (1 @ $25).
Doris Washington Music Award		0	Westdale	Graduating student in a music program who demonstrates a desire to continue music studies (not given).
Dr. E. A. Hutton Award		250	Secondary Schools on Rotation Basis	Graduating student(s) proceeding to Grade 13 who have made an overall contribution to the school (1 @ $250).
Dr. Harry Paikin Memorial Fund		209	Sir John A. Macdonald, Bennetto and Hess	Graduating student who has maintained the highest standing for Oral and Written Language (1 @ $90, 1 @ $80, school reimbursements @ $38.52).
Dr. J. Edgar Davey School Fund		9,550	Dr. J. Edgar Davey	General school fund.
Dr. J. Seaton School		310	Dr. J. Seaton	General school fund.
Dundas Central School Fund		458	Dundas Central	General school fund.

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Dundas District School Fund	$ 1,041	Dundas District	General school fund.
E. Michael Zebroski Music Scholarship	80	Westdale	Two awards - brass players who display positive attitude, make a contribution to the music program, regarded as an all-round student and minimum music mark of 75% - one graduating student and one 1st or 2nd year student (1 @ $80).
Earl Kitchener School Fund	675	Earl Kitchener	General school fund.
Eleanor Basadur Memorial Award	100	Waterdown High	Citizenship award (1 @ $100).
Elma Darlington Award	0	Secondary Schools	Needy students, unsuccessful for Memorial Bursary, who require financial assistance to continue school (not given).
Elva Kendall Newlands Award in Literature	60	Secondary Schools on Rotation Basis	Presented to student(s) achieving highest standing in OAC (1 @ $60).
Emily Kirby Award in Family Studies	0	Mountain Secondary	Clothing student who has demonstrated the greatest improvement in sewing skills (not given).
English Literature Award	30	Delta	Graduating student who has maintained the highest average in English Literature throughout their years at Delta (1 @ $30).
Ernie Weeks Athlete Award	300	Waterdown High	Male athlete of the year (3 @ $100).
Erwin W. Seidel Scholarship	1,000	Delta and Sherwood	Delta - scholarships for Trades and History, Sherwood - scholarship for German studies (2 @ $500).
Ethel A. Ryckman Memorial Award	20	Waterdown High	Grade 10 and Senior Art awards (2 @ $10).
Ezra E. Parkehouse Prize	0	Dalewood	Proficiency in Industrial Art (not given).
Fairfield School Fund	500	Fairfield	General school fund.
Feeding Basic Needs	1,500	All Schools	To provide funds to needy students.
Fessenden School Fund	490	Fessenden	General school fund.
Flamborough Centre School Fund	50	Flamborough Centre	General school fund.

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Frank A. Magee Award	$	25	Central	Proficiency in oral and written language skills (1 @ $25).
Friends of Westdale Rowing		0	Westdale	General fund for Westdale Rowing.
G. L. Cooper Award		100	R. A. Riddell	Students (maximum of 5) who exemplify the following: respect for self and others; achievement working to the best of their ability; responsibility (4 @ $25).
George and Jessie Joynt Memorial Scholarship		1,125	Secondary Schools	Students who demonstrate a positive attitude, a desire to contribute to their community and a strong will to succeed despite hardships (1 @ $500, 1 @ $625).
George Pearce Memorial Bursary		1,000	Delta	Graduating student with high academic achievement and who demonstrates financial need (1 @ $1,000).
George R. Allan Prize		0	George R. Allan	Boy and Girl with highest standing in graduating class (not given).
George R. Parke Award		35	Sir John A. Macdonald	Championship for Sports Day (1 @ $35).
Gibson School Fund		3,685	Gibson	General school fund.
Gladys McAndrew Memorial Fund		200	Westdale	Female graduate who has good character and integrity, portrays qualities of academic excellence and good citizenship and intends to continue their education (1 @ $200).
Glendale Secondary School Outreach Fund		0	Glendale	General school fund.
Glenwood School Fund		950	Glenwood	General school fund.
Graduation Award		300	Westdale	Two members of the graduating class who have made an all-round contribution to the school (2 @ 150).
Grange School Fund		85	Grange	General school fund.
Great War Memorial Award (Elementary and Secondary)		50	Flamborough Centre Waterdown High	Students with the highest average marks (1 @ $50).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Greensville School Fund	$ 1,135	Greensville	General school fund.
H. H. Lowden Award	56	Centennial	Most improvement in character and proficiency and to purchase library and classroom books (1 @ $55.53).
Hamilton Draftsmen Association Prize	300	Secondary Schools	Scholarship in Mechanical, Electrical or Electrical Drafting (3 @ $100).
Hamilton Place Award	20	Delta	Graduating student who has achieved the highest rating in Geography (1 @ $20).
Hamilton Teachers' Credit Union Community Commitment Awards	0	Graduating students from Elementary and Secondary Schools	Graduating students who have demonstrated school and community involvement (not given).
Hamilton Teachers' Credit Union School Fund	0	Elementary and Secondary Schools	Funds available to schools to assist with extraordinary purposes or circumstances (not given).
Hamilton-Wentworth District School Board Choir Award	700	Elementary Schools with Grades 4 to 8 and Secondary Schools	Schools who require money to fund choir activities - attendance at performances, supplies, instruments (1 @ $200, 1 @ $500).
Hampton Heights School Fund	0	Hampton Heights	General school fund.
Hardy Awrey Memorial Fund	200	Westdale	Student athlete who best displays the qualities of sportsmanship, leadership and scholarship (1 @ $200).
Harry Branson Craig Award	1,350	Parkside and Highland	Graduating students (2 @ $675).
Helen Detwiler Fund	3,168	Helen Detwiler	To be awarded on an emergency basis to students in financial need of food, clothing, etc..
Hess Street Proficiency Award	0	Hess Street	Recognition of achievement among the graduating students (not given).
Hess Street School Fund	5,000	Hess Street	General school fund.
Hess Street School Reunion Award	50	Hess Street	Male and female students displaying superior scholarship and citizenship (1 @ $50).
Highview School Fund	100	Highview	General school fund.

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Hill Park Art Award	$	0	Hill Park	Grade 12 deserving Art student who plans to continue in the study of Art (not given).
Hill Park School Fund		2,938	Hill Park	General school fund.
Hillcrest School Fund		266	Hillcrest	General school fund.
Hillsdale School Fund		500	Hillsdale	General school fund.
Holbrook School Fund		875	Holbrook	General school fund.
Ida M. Robb Memorial Award		65	Parkview	Outstanding achievement (1 @ $65).
J. D. Watson Award		0	Westdale	To a graduating member of the Triune Student Council who has demonstrated outstanding leadership qualities (not given).
J. L. Gibson Award		315	Highland and Parkside	Students who graduated from Lynden School who are showing proficiency in Math and English (1 @ $165, 1 @ $100, 1 @ $50).
JMG Compusmart Award		900	Secondary Schools	Excellence in computer studies (9 @ $100).
James V. Guidice Trust		2,100	Hamilton Secondary Schools	1 graduating girl and 1 graduating boy who excel in Math, Physics, Music or Acting, who will complete college or university, and who demonstrate financial need (2 @ $1,050).
James Johnson Memorial Award		1,100	Elementary Schools	Advancement of Music (4 @ $125, 5 @ $120).
Jansen H.H. Memorial Award Fund		0	Mountain Secondary	To be awarded annually to the top student in Textiles class (not given).
Jason Wong Memorial Award		90	Secondary School Rotation	Graduating student who has demonstrated academic excellence in history at a senior advanced level (1 @ $90).
Jay Carrington Memorial Award		0	Sir Winston Churchill	Graduating student who exhibits extraordinary talent in creative writing (not given).
Jim Cunningham Computer Memorial Award		100	Westdale	Graduating student who will be continuing education at a post-secondary level and who has demonstrated an increasing interest in the use of computers during the year (1 @ $100).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Jim O'Connor Co-operative Education Award	$ 500	Sherwood	Graduating student who has made a contribution to the Co-op Program, who is involved in working with others in the school or community and who demonstrates financial need to attend college or university (1 @ $500).
John and Anna Gerula Academic Award	50	Lloyd George	Two recipients - boy and girl. To recognize in students the achievement of doing well in school and to help motivate them to strive academically (2 @ $25).
John Hill Second Languages Award	50	Secondary Composite	To a graduating student(s) who have excelled in the study of a second language (1 @ $50).
John McCullough Award	20	Central	Boys and girls with highest standing in senior grades (2 @ $10).
Karl Heinz Memorial Scholarship	500	Delta	To a graduating student who is continuing studies in college or university, shows high academic standing, has financial need, is a Canadian citizen and who has not received other monetary awards (1 @ $500).
Klokoff Award	0	Stinson	To a graduating student who has not achieved honours, but has shown the most consistent effort to the best of their ability (not given).
L. George Russell Award	20	Glen Echo	Best all-round student in graduating class (1 @ $20).
Lake Avenue School Fund	1,500	Lake Avenue	General school fund.
Laura Miller Award in Public Speaking	385	Secondary Schools	Public speaking contest (2 @ $60, 2 @ $50, 2 @ $40, 2 @ $30, 1 @ $25).
Lawrence Munroe Scholarship	1,100	Secondary Schools	Study of Architecture (2 @ $550).
Lillian Orban Award for Community Service	100	Hill Park	Student who promotes a healthy, caring lifestyle by giving freely of his or her time for the betterment of others and who shows good academic progress (2 @ $50).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Lucille Laframboise Memorial Award	$ 200	Secondary Schools on Rotation Basis	To a graduating French Immersion student who: has satisfied all the requirements for the French Immersion Certificate, has been an outstanding participant in the French immersion program, has made and all-round contribution to the school and exemplifies the values and standards of the school (2 @ $100).
Luke H. LeRoy Award	0	Hill Park	Graduating student who earned the highest mark in Chemistry at the O.A.C. level. Graduating student who earned the highest mark in Physics at the O.A.C. level. Graduating student who earned the highest mark in Biology at the O.A.C. level (not given).
Madelaine Westland Memorial Award	50	Westdale	Grade 9 student for general proficiency (2 @ $25).
Margaret Pearce Memorial Bursary	1,000	Delta	Graduating student with high academic achievement and who demonstrates financial need.
Mark Wallace Memorial Award	200	Sherwood	Graduating student who is going to attend college, popular student who has realized the importance of education (1 @ $200).
McIlwraith War Memorial Award	0	Centennial	Subsidize camping fee (not required).
Megan Lawrence Alternative Education Fund	800	Elementary & Secondary Alternative Education Programs	Distribution of the income to be determined by the Program Leaders of the Alternative Education Schools (2 @ $400).
Memorial (Hamilton) School Fund	10,426	Memorial (Hamilton)	General school fund - focus this year was on a new play structure.
Memorial (Stoney Creek) School Fund	1,730	Memorial (Stoney Creek)	General school fund.
Memorial Award	0	All Schools	History books for libraries (not given).
Michael George Sudar Award	300	Sir Winston Churchill	Graduating student who has attained at least 70% average in their best six OAC courses (1 @ $300).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Michael Lytwyn Memorial Award	$	40	Rotation - Delta and Parkview	Graduating student who has shown the greatest academic improvement over the high school years (1 @ $40).
Mountain Secondary School Fund		1,000	Mountain Secondary	General school fund.
Muriel Eastman Scholarship in English		20	Prince of Wales	Proficiency in English (1 @ $ 20).
Murray Black Music Scholarship		350	Westdale	Graduating student who is an active member of the Music Department and has been accepted into a post-secondary music program (1 @ $350).
Noreen Buxton Memorial Fund		100	Viscount Montgomery	Two awards to graduating students, one boy and one girl, who have favorable academic standing and who demonstrate sportsmanship, athletic involvement, and a commitment to excellence (2 @ $50).
Norm Vickers Memorial Award		50	Hampton Heights	Graduating student who has made a special contribution to the school or community through their academic achievement or social skill development (1 @ $50).
Norman E. Reid Award		250	Secondary Schools	Graduating student who has attained honour standing in Senior Geography and has contributed to the overall life and spirit of the school (5 @ $50).
Nugent Scholarship		990	Saltfeet	One boy and one girl who have notable academic standing, who plan to attend a Canadian University, and who have made considerable contributions to the school and the community (funds to school to increase $).
OSSTF/Dorothy Collingwood Scholarship		100	Hill Park	Grade 12 or OAC Business student with high academic standing, who plans to attend college or university and is in need of financial assistance (1 @ $100).
Old Valley Trust Fund		345	Dundas District	Citizenship awards (1 @ $150, 1 @ $145, 1 @ $50).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Orchard Park School Fund	$ 1,500	Orchard Park	General school fund.
Other Awards			Donations are one time in nature, and are to a specific school.
By Fund Name:	27,978	HWDSB	Donation of Computer Equipment
	100	Hampton Heights	Science Award
	500	Orchard Park	Laidlaw Scholarship
Paardeburg IODE Award	500	Sir John A. Macdonald	Graduate who is planning to attend a Fine Arts Course (2 @ $250).
Parkside School Fund	2,500	Parkside	General school fund.
Pat Kirby Citizenship Award	200	Mountain Secondary	Citizenship award to a graduating student (1 @ $200).
Paul J. Myler Trust	0	Bennetto	To be awarded to students whose well-being would benefit (not given).
Peace Memorial School Fund	211	Peace Memorial	General school fund.
Pearle and Sam Paikin Tunelight Fund	100	Elementary and Secondary Schools	Elementary students who need financial help to pursue fine or performing arts; Secondary students who need financial help to pursue extracurricular foreign languages (1 @ $100).
Philip Family Award	100	Sherwood	Graduating student who is entering McMaster University to study Humanities or Social Sciences, and is not the recipient of a major scholarship (1 @ $100).
Prince Philip School Nutrition Fund	2,476	Prince Philip	School nutrition fund.
Prince of Wales School Fund	700	Prince of Wales	General school fund.
Queen Mary School Fund	5,147	Queen Mary	General school fund.
R. Cole Award	0	Queen Victoria	Outstanding academic and citizenship qualities (not given).
R.A. Riddell School Fund	9,250	R.A. Riddell	School nutrition fund.
R. L. Hyslop School Fund	763	R. L. Hyslop	General school fund.

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Ray Irvine Memorial Award for Young Authors	$	50	Elementary Schools	Junior students who have exhibited skill and interest in creative writing (1 @ $50).
Ray McCormick Award for Student Entrepreneurialism		0	Elementary Schools	Grade 8 student(s) that: - have created, within the Design and Technology course, an effective and innovative product or process, - have displayed an above average ability in creative thinking, - are involved in school activities and display leadership tendencies (not given).
Recognition of Excellence Award		0	Classroom teachers & school administrators and all non-teaching personnel on a rotation basis.	Recipients are to have shown excellence in their day-to-day activities and that award funds would contribute to activities that would result in the enhancement of educational excellence. Recipient to be awarded upon completion of courses (not given).
Ridgemount School Fund		0	Ridgemount	General school fund.
Rob Johnstone Memorial Award		300	Elementary and Secondary Schools	Awarded to graduating students who are involved in school activities (1 @ $200, 2 @ $50).
Robert Land School Fund		1,750	Robert Land	General school fund.
Rosedale School Fund		500	Rosedale	General school fund.
Rousseau School Fund		25,686	Rousseau	General school fund - focus on raising funds for a new play structure.
Roxborough School Fund		1,650	Roxborough	General school fund.
Roy S. Cartmell Memorial Fund		60	Westdale	Graduating student who excelled in the music program (1 @ $60).
Royal Oak Dairy Award		30	Delta, Parkview and Mountain	Outstanding students - 2 for outstanding food services and quality cooking, 1 for hospital and home care services, and one for horticulture (1 @ $10, 1 @ $20).
Russell J. Woods Memorial Award		40	Waterdown High	Proficiency in art or music (2 @ $20).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Russell N. Eden Art Awards	$	0	Prince of Wales Tweedsmuir Senior Elementary on Rotation Basis	Grade 8 students who, in Visual Arts, demonstrate sensitivity and commitment, and who work co-operatively and collaboratively with students and teachers (not given).
Ryerson School Fund		4,581	Ryerson	General school fund.
Sandi Bell Award		35	Sanford Avenue	Student who has combined academic proficiency with an attitude of active concern for fellow students (1 @ $35).
Sanford School Fund		7,000	Sanford	General school fund.
Seneca School Citizenship Foundation Award		0	Seneca	Students who show a willingness to learn, on-going participation in school activities and exemplary behaviour in school and in the community (not given).
Sharon MacKay Trust Fund		200	Westdale	Students displaying an outstanding contribution in the graduating year with 80% on seven subjects on final report (5 @ $40).
Sherwood Secondary School Fund		1,150	Sherwood	General school fund.
Shubha Dighe's "Buddy" Award		0	Huntington Park	To encourage appreciation for disabled and mentally challenged children and to laud the efforts of "buddies" to make children's lives more pleasant (not given).
Sino-Canadian Friendship Award		0	All Schools	To aid deserving students to finance an educational trip outside of Canada (not given).
Sir Allan MacNab Academic Award		0	Sir Allan MacNab	Academic awards to recognize the academic achievements of students who are graduating and will not be returning to high school (not given).
Sir Allan MacNab School Fund		1,702	Sir Allan MacNab	General school fund.
Sir John A. Macdonald Secondary School Award		90	Sir John A. Macdonald	Proficiency in Metal Work Course (1 @ $90).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Sir John A. Macdonald Secondary School Fund	$	750	Sir John A. Macdonald	General school fund.
Sir John M. Gibson Award		40	Central and Gibson	Boy and girl with highest standing in each graduating class (2 @ $20).
Sir Winston Churchill Secondary School Fund		150	Sir Winston Churchill	General school fund.
Spencer Valley School Fund		8,654	Spencer Valley	General school fund.
Stan Sobel Award		0	Secondary and Vocational Schools	Graduating student of general good character who is leaving school to start a business or other worthwhile endeavor and who could use a hand (not given).
Stelco Credit Union Business Scholarship		500	Scott Park	Graduating student with the highest average, based on their top three senior level Business Education courses and who is entering a post secondary Business Program (1 @ $500).
Stella Osborn Award		400	Bennetto, Ryerson or Tweedsmuir	Graduating student demonstrating proficiency in the elementary grades (1 @ $400).
Stinson Street School Nutrition Program		0	Stinson	Nutrition program set up at school.
Stinson Street School Centennial Program		0	Stinson	To a graduating student who has shown the most consistent effort to the best of their ability without getting honours (not given).
Strathcona Reunion Committee Award		0	Strathcona	Highest standing in entrance class (not given).
Strathcona School Fund		500	Strathcona	General school fund.
Susan E. Bennetto Award		70	Bennetto	Highest citizenship qualities in graduating class (books @ $70).
Szucs Needy Student Fund		25	Elementary Schools	To provide funds for the Lunch Program for students who come to school hungry (1 @ $25).

The Hamilton-Wentworth District School Board Foundation
Foundation Awards
For the Year Ended August 31, 2001

Thomas F. McIlwraith Award	$	0	Centennial	Subsidize camping fees (not given).
Thornbrae School Fund		850	Thornbrae	General school fund.
Tweedsmuir School Fund		100	Tweedsmuir	General school fund.
Vern Ames Prize in Mathematics		580	Elementary Schools	Proficiency in public school Arithmetic (29 @ $20).
Vincent Massey School Fund		0	Vincent Massey	General school fund.
W. C. Ryckman Memorial Award		20	Waterdown High	Proficiency in math (1 @ $20).
Walter Gasparik Memorial Award		50	Parkview	Graduating student who has demonstrated achievement in the area of mathematics, a good work ethic, a positive attitude toward school & peers, and good attendance (1 @ $50).
Westdale Computer Fund		0	Westdale	To supplement purchase of computer equipment (not required).
Westdale Secondary School Fund		3,493	Westdale	General school fund.
Westmount Secondary School Fund		3,987	Westmount	General school fund.
Westwood School Fund		500	Westwood	General school fund.
W. H. Ballard Elementary School Fund		0	W. H. Ballard	General school fund.
Wm. Alexander Lees Memorial Scholarship		250	Adelaide Hoodless	Highest standing in all academic subjects (2 @ $75, 2 @ $50).
Wm. Flannigan Geography Prize		40	Barton	Student showing success and interest in Year 3 Geography courses and general academic achievement and citizenship (1@ $40).
Wm. J. Summers Award		500	Ancaster High	Graduates (1 @ $500).
TOTAL AWARDS	$	264,836		

#17

The Hamilton-Wentworth District School Board

Memorandum

...ved for distribution
... the Director
13/03/02

TO: The Chair and Members of the Committee as a Whole

FROM: Merv Matier, President of the Foundation
Lucy Veerman, Secretary and Treasurer of the Foundation
Jim Wibberley, Director of the Foundation
Irene Polidori, Manager of Finance

DATE: March 18, 2002

RE: **ADMINISTRATIVE COSTS OF THE FOUNDATION**

MONITORING STATEMENT

The estimated administrative costs of the Hamilton-Wentworth District School Board Foundation are attached.

RATIONALE:

At the Business Committee Meeting of February 8, 2001, the following resolution was approved:

> *That The Hamilton-Wentworth District School Board Foundation Directors bring forward a report on the administrative costs of running the Foundation.*

In response to this resolution, we have reviewed the administrative functions associated with the operation of the Foundation and have attached the following information:

Appendix A – Summary of Administrative Costs
Appendix B – Summary of Duties Performed

Appendix A

The Hamilton-Wentworth District School Board Foundation

Summary of Administrative Costs

	Estimated Days Annually	Estimated Cost Annually
Staff Time:		
President of the Foundation - Director of Education		
Director of the Foundation - Superintendent of Education		
Secretary and Treasurer of the Foundation - Manager of Budget		
Manager of Finance		
Senior Financial Analyst		
Secretary to the Manager of Finance		
Bookkeeper		
Curriculum Consultant - Secondary		
	250.00	45,000.00
Supplies:		
Includes paper, envelopes, cheques, postage		600.00
External Audit		600.00
	250.00	46,200.00

	Receipts Issued	Cheques Issued
January 1 - December 31, 1997	538	260
January 1 - December 31, 1998	615	425
January 1 - December 31, 1999	1,050	460
Janurary 1 - August 31, 2000*	583	250
September 1 - August 31, 2001	762	450
	3,548	1,845

* change in fiscal year

Appendix B

The Hamilton-Wentworth District School Board Foundation

Summary of Duties Performed

Directors of the Foundation:

* approval of donations, disbursements, terms of reference, financial statements, and other functions required for the operation of the Foundation

Secretary and Treasurer of the Foundation:

* telephone inquiries from schools and donors
* review and sign all Foundation receipts (2 signatures - receipt and thank you letter)

Manager of Finance:

* telephone inquiries and correspondence from schools and donors
* review and prepare terms of reference for new donations and trusts
* ensure financial reporting is in accordance with CICA Handbook and Charities reporting
* verifying year-end working papers and Charities Return
* review and interpretation of Charities Act and Income tax Act with respect to donor queries
* interpret donations through bequests and prepare terms of reference that meets the directions of deceased
* discuss estate planning with respect to potential bequests to the Foundation
* review draft receipts prior to signature

Senior Financial Analyst:

Monthly:

* telephone inquiries from schools and donors
* correspondence to schools and donors
* checking draft receipts prior to signature
* review of donations
  - account coding for deposit
  - highlighting information for receipt issuing
  - preparation of cheque voucher to school
  - distribution of deposit to Bookkeeper
  - distribution of receipting information to Secretary
* monthly distribution of bank interest
* analysis of cheques issued for repayment to Revenue Fund

Year-End:

* review and analyze all Foundation accounts
* preparation of financial statements for audit purposes
* liase with auditors on financial statements
* preparation of Charity Tax Return

Secretary to the Manager of Finance

* input donation information into receipt database
* print receipts
* process on-line cheques for Foundation awards
* copy and file Foundation correspondence

Bookkeeper

* process donations for deposit
* prepare monthly bank reconciliations

Curriculum Consultant - Secondary

* review of student marks on applications for awards

III -- INFORMATION ITEMS

18. Status of Delta Secondary School
19. Status of Dundana School re potential closure
20. Correspondence re Secretarial Staff in the Schools
    (a) B. Veenstra, J. Benjamin, L. Burrows
    (b) N. DelSordo
    (c) P. Van Horne
    (d) B. Dexter
    (e) J. Gardiner

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

#19

Telephone: (905) 527-5092
Fax: (905) 521-2539

Office of the Director of Education and Secretary

February 28, 2002

Beatrice Howell
Chair
Dundana School Council

Dear B. Howell:

Thank you for your letter of January 31, 2002 regarding the status of Dundana School relative to any potential closure of the school. The correspondence was presented to the Board at the February 25, 2002 meeting where it was referred to administration.

At the October 25, 2001 Board meeting the trustees deliberated on the following motion:

> "That the Board remove Dundana from the list of schools identified for potential closure at this time".

The trustees referred this motion to the Accommodation Strategic Direction Committee. The Accommodation Committee recommended the establishment of a long-term plan, the re-constitution of an Accommodation Committee, a review of the School Closure Policy, and the prioritization of facilities for closure through the application of a set of physical and program standards known as FIRR – Facilities Inventory Review Rubric.

The Accommodation Strategic Direction Committee did not identify any schools for potential closure, but rather a process for conducting future facility reviews. Hence, Dundana School has not been identified for potential closure at this time.

I hope this provides clarity on this situation.

Sincerely,

M. Matier,
Director of Education and Secretary

19-1

January 31, 2002

Judith Bishop, Chair of the Board of Trustees,
The Hamilton-Wentworth Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Ms. Bishop,

Re: Dundana School- Potential Closure

It was a pleasure to meet with you today to discuss the status of the above matter. I understand from our discussion that Dundana is no longer on the potential closure list.

It would be greatly appreciated to have an early response to confirm this since Kindergarten enrolment is currently being considered by parents and many still believe the school is being imminently closed.

Yours truly,

Beatrice Howell
Chair, Dundana School Council

c.c. Mr. Steve Oulahen, Principal of Dundana School

#20(a)

March 5, 2002

To Whom it may concern,

I am writing this letter to you on behalf of the School Council members from Bell-Stone School. Our school is located on White Church Road in Mount Hope. It came to our attention at the beginning of the school year that a decision had been made to cut the secretary back to half days. It seemed after some discussion that she was re-instated to a full time position. What we the parents are concerned about are the MANY issues that are safety related should this decision be reversed during the summer months.

During our last meeting some discussion came about with regard to the front door control. Understandably since we are a small school, the secretary is the first contact anyone has upon entrance to the school. What will be the Board's stand should there no longer be anyone to report to. Our secretary has also taken on many roles which have long since been cut back. She has become our nurse. Especially in the cases of students ages 3,4,5,6... these children know they can find a secretary there to bandage a cut or find an ice block. Because of this the class room is not disrupted for a long period of time. Should the injury be serious someone is available to remain with the child until a parent arrives. Often a child can be found sitting in with the secretary until a parent arrives. It is our belief that asking a teacher to take on this responsibility is asking too much and the entire classroom will suffer for it.

There are students in our school who require medication and the secretary is also the contact in this situation. Once the secretary has left the school there is no longer anyone for the parents to contact regarding bus changes, appointments or sitter arrangements. As a parent it is most alarming that should I need to I would not be able to contact my child by phone. This fact makes a lot of parents worry about their children who should be in a safe environment. We feel that a reply is necessary so that we can better understand any further changes.

Thank you for your time on this matter.

Sincerely,

Barb Veenstra, Jon Benjamin, Leslie Burrows

20(b)

March 4th 2002

To Who It May Concern:

I am a parent of 5 children in Lloyd George School on Beach Rd. My name is Nadine DelSordo, and I have just heard about our secretary leaving and now we will have been CUT to 2.5 days part-time secretary. Lloyd George School has a Principal Mr. Steel runs out of Fairfield and a Administrator Mr. Morrallee who also run Laurier. We have teachers in the school that try do run the school when we have no Administrators present which is often. Is that not a safety hazard waiting if they take the one LADY that is always in the school at all times/each day what happens to Lloyd George? I'll tell you WE CLOSE... I know that is what the board is trying to do! They kept us open only to Kill Us slowly!! We need a Person to be there In Person always a that was the secretary! Take that away and we have a BIG Safety Factor.. Fire saftey/kids sick/and maybe Law Suits if something happen that could be serious. Our teachers have this union thing which they only do what they have too.. so explain who will run our school take care of the Childrens problem/everyday phone calls and then when All the children begin to move to other schools because we have No One stable body to watch out for the school. Already many families have been talking about transferring their kids. Queen Mary would be the school. I don't think they can handle the extras they are full and sharing equipment as it is. This Board of Education in Hamilton or where ever has become a Big let down! The teachers have No motivation anymore I feel the Elementary Teachers should be made as the High School were to bring back the after school sports/events to make school a place to be! Not the Streets. As the M.P.P of the East End I don't know what can be Done! I do know What the Board has planned the Kill the Schools slowly. I would like to know how many Safe/kept open school like Lloyd George are effected with the secretaries. To see if this is how the Board will begin closing All of Us. To make New School like TempleMead which is getting built earlier than excepted? Where does that money come from? I guess from us when we CLOSE!!! Help Safe Our Community Schools!!

20(6)-1

Thank You,
Mrs. Nadine DelSordo

If you take a principal / sec.:
we need at least one
of these ↗ to be in school at
all times NOT we it's Scheduled In
A full-time Principal
or
Secretary would be the right
thing to do! Our Children
are the one's in Risk!

20(c)

I am sending this e mail to you today to express my concern about the decision to reduce the secretarial position at Lloyd George School to part time from full time.
This decision deeply annoys me to say the least. We already have had our vice principal cut back to half time and now we have the secretary cut back as well.

The implications of this decision are many!

- there will be days that there is no one in the office at all. Who will be expected to take the phone calls coming into the school, take care of an ill child, handle disciplinary problems as they arise, take deliveries, check out strangers that may enter the school, administer medications to students, handle the early dismissal of a student for a doctor's appointment, let a student know if a parent is going to be late and to go to an alternate address, stop a noncustodial parent from taking a child, handle an emergency such as a fire or of a medical nature?????????????
And any other situation that may arise?

This decision could jeopardize the safety of the children and staff at the school!

And what kind of quality education will our children be receiving?(Are the teachers now expected to take over the office duties too?) If there is an emergency in the class room and there is no one on staff at the office is the teacher suppose to take the whole class down to the office while they use the phone, or are they suppose to leave the children alone while they do this?
I feel that this will cause our teachers to be frustrated and unhappy and this will have a negative ripple effect on our precious children!

A couple of days ago, I received a letter from the school for the policy regarding snowballs and in it the Education Act states "that we are responsible for the safety and well being of all our students". Well, I believe that there is a bit of a conflict here. How can this decision to cut back our secretary ensure that our children will be safe and well cared for!!!

In the Commitment to our Community poster that is on the HWDSB web site, the board will "communicate openly with students, other staff and the community" - this was not done, there was no discussions with the community or the parents about this decision. The school council was not informed that this may be happening, nor were the parents notified of this rash decision (many probably still don't know about it).
I hear that other schools are suffering the same fate, but what I find interesting is that some of the effected schools were also on the school closure list like us but were kept open. Is this the boards way of getting back at us?

I feel that this decision is an injustice to our school, children, Ms. Phillips, staff, and parents at Lloyd George School and I hope that a decision to reverse this mistake will be made.

I hope to hear a response from this letter.

Yours truly,
Mrs. Patty Van Horne

20(d)

03/07/2002

To Whom It May Concern:

As a parent of a child in grade three at Lloyd George Elementary School, I am totally appalled at the recent decision that has been made to cut the hours of our secretary to a half-time position. I feel that this decision would not have been as devastating to our school, if we had a full- time administrator on staff, but unfortunately that was also cut this year to a one half- time administrator and a one quarter- time administrator. I find that this is an unexceptable position that you are putting our children in, and find that it is very unsafe to have no one person manning our office at all times during the whole school day.

This year the children at Lloyd George School have had no solid personnel in the office that they could go to if they were experiencing a problem except for our full-time secretary Ms Sue Phillips, and I find that many of the school teachers themselves are spread so thin this year that some situations have been dealt with days after the situation has occurred. I feel that this is a direct impact from us losing most of our permanent staff and cutting down our administratives hours in the school, so at the that time that the crisis happened no one was there to deal with the situation immediately. This is not a safe way to deal with our kids, and I feel that dealing with a problem two days after it has taken place is unfair to all the children and staff involved. The situation becomes less unclear to all as the longer it takes to resolve a dilemma This is from my own childs experiences this year and not second hand from any other parent.

My daughter also has to take medication for her migraines that she gets. She has a letter from her pediatric neurologist saying that it is important that she has ready access to her medication because her migraines can be quite debilitating if not treated properly. The school has a copy of this letter and have been quite helpful to my daughter when a headache has occurred, but recently more than one time when the secretary has been out of the school, she could not get access to her medication and had to be sent home missing school and experiencing unneccessary pain due to no availablily of her medication. I feel that if there was somebody in the office all the times, she would not have had to be sent home with unnescessary pain.

We were on the school closure list last year and fought hard to keep our school open. I feel that since the decision was made by the school trustees to keep us open, that it is also there responsibily to keep us open SAFELY. Don't let our sick children suffer because no one is there to phone a parent or have one of our children taken by a non-custodial parent because there is no one in the office to release our children to a authorized guardian. If no one is in the school at all times ,who do we call when our child will not be attending school that day or have an emergency situation that has comes up suddenly? If something happens in a classroom does the teacher take the whole class with him while he tries to find someone that is left in charge to deal with the situation? I feel that this is a way of trying to punish us for fighting and winning to keep our school remaining open. The noose is around our neck and it is slowly being pulled closed tightly on us. I have no choice but to think very hard about leaving my child in a school that I feel is going to be left unsafe because of the lack of a full-time secretary or full-time administrator.

Please think hard before you take all our childrens security away because there lives are in the safety of your hands. I would like to hear what you think about this recent decision that was made and what you think we can do to rectify this situation.

Sincerely yours,

Bev Dexter

Re: Reduction of Secretarial Services at Lloyd George School 20(2)

I have just recently been informed of the reduction of secretarial services from a full time position to a part time position.

I feel that this will severely compromise the safety of the students at this school. Presently, we have a Principle who attends the school a quarter of the time, an Administrator who attends the school half time. The only person in the office on a full time basis is the Secretary.

I am concerned for those students who become injured or who require their medications. Who will be expected to take the phone calls coming into the school, take care of an ill child, handle disciplinary problems as they arise, take deliveries, handle the early dismissal of a student for a doctor's appointment, let a student know if a parent is going to be late and to go to an alternate address, handle an emergency such as a fire or a medical emergency?????? I feel that the dangers posed by the possibility of strangers entering the school, non custodial parents taking children home, etc, far outweighs any monetary issues the Board might have in hiring a full time Secretary.

A few days ago I received a letter from the school regarding snowballs and in it the Education Act states "that we are responsible for the safety and well being of all our students". I believe there is a bit of a conflict here. How can this decision to cut back the services of our Secretary ensure that our children are safe and well cared for!!

From the HWDSB web site it states that the Board will "communicate openly with students, other staff and the community" – this was not done, there was no discussion with the community or the parents about this decision. The school council was not informed that this may be happening, nor were the parents notified of this decision. I feel that this is a gross injustice to us all.

Are the teachers now expected to take over the office duties??? **NOT!!!** If there is an emergency in the classroom and there is no staff at the office, is the teacher supposed to take the whole class to the office while they use the phone, or are they supposed to leave the children alone in the class?

I hear that other schools are suffering the same fate, but what I find interesting is that some of the affected schools were also on the school closure list like we were and kept the schools open. Is this the boards way of getting back at us?

While I feel that this decision is an injustice to our school, children, parents and staff at Lloyd George School, I also realize that this is probably a done deal. But I do not feel that this is the end. If no full time secretary is placed at the school, then we should have a full time administrator, SOMEONE NEEDS TO BE IN THE OFFICE AT ALL TIMES.

I hope to hear a response to this letter

Judy Gardiner

URBAN
MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING –March 25, 2002

6:30 p.m. **A G E N D A** **6:30 p.m.**

1. Call to Order — J. Bishop
2. Opening Reading/Prayer/O'Canada
3. Public Question Period
4. Approval of Minutes – February 25 and 27, 2002
5. Business Arising from Minutes
6. Approval of Agenda

URBAN MUNICIPAL
APR 0 9 2002
GOVERNMENT DOCUMENTS

RECOGNTION: Spencer Valley School Band.

ACTION ITEMS:

7. Report of the Committee of the Whole
   (a) Dated March 18, 2002 — R. Woodworth
8. Board Job Description — J. Bishop
9. Report of the Joint Advisory Committee — M. Matier
10. School Trips — M. Matier
11. Student Trustee Report — G. Hillgren
12. Chairs' Reports — J. Bishop/R. Woodworth
13. Director's Report — M. Matier
14. O.P.S.B.A. Report
15. Notices of Motion
    (a) Purchase of site in Waterdown — R. Woodworth
    (b) Day of Mourning – April 28 — W. Marston

CORRESPONDENCE:

16. Limestone DSB and Peel DSB re GST Rebate (CTW)
17. Trillium Lakelands DSB re increased ISA funding (CTW)
18. Peel DSB re The Quality in the Classroom Act (CTW)
19. Ontario Student Trustees' Association re Student Senates across the province (refer to Presidents'Council)
20. Appointments to the Special Education Advisory Committee *(see motion at bottom of letter)*
21. Secretarial Staffing in Schools (administration)
    (a) Grange-Maple Lane Parent Council
    (b) C. Starrs – Fernwood Park School
22. Resolution from the Halton DSB re invoice for costs of two special education tribunals (information)
23. Ancaster High School Council re double cohorts (information)
24. OPSBA re results of survey on Provision of Basic School Supplies (information)
25. Ancaster Community Food Drive – appreciation for Board support (information)
26. Ministry of Education re correspondence dated February 25, 2002 (information)

DISTRIBUTION

27. OPSBA Fast Report, dated March 11, 2002
28. Public Questions of Clarification

Future Meetings:

Committee of the Whole	Monday, April 8, 2002	6:30 p.m.
Committee of the Whole	Monday, April 15, 2002	6:30 p.m.
Board	Monday, April 22, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, April 24, 2002	7:00 p.m.

2. It shall be the responsibility of the Negotiating Advisory Committee to:
(a) Guide and assist in the conduct of negotiations with the employee groups.
(b) Report to the Board at least monthly on progress in negotiations along with the Board's chief negotiator.
(c) Receive direction from the Board on clearly stated objectives to be achieved during negotiations.

J. Bishop resumed the Chair.

It was moved in amendment by R. Woodworth: That the Committee be established for the remainder of the year 2002.

R. Woodworth noted there are staffing changes pending in the Human Resources Department that could result in a different approach to negotiations. He did not want to limit new ideas from being pursued with the motion as it was written.

R. Mulholland spoke in opposition to the amendment suggesting the Committee's mandate should be extended to the end of August 2003 when many of the collective agreements expire.

B. Wallace supported the amendment as providing flexibility to the end of 2002 at which time it could be extended if necessary.

To the amendment, LOST. 5 in favour, 6 opposed.

To the motion, CARRIED. 9 in favour, 2 opposed.

Part II
RESOLUTION #02-38: It was moved by W. Marston, seconded by E. Johnstone: That the Board appoint the following trustees to the Negotiating Advisory Committee: Trustees Orban, Hicks and Mulholland
CARRIED. 8 in favour, 3 abstentions.

Part III
RESOLUTION #02-39: It was moved by B. Wallace, seconded by I. Thompson: That the Parameters for bargaining, as described in this report, be adopted.
CARRIED. 9 in favour, 2 abstentions.

Part IV
RESOLUTION #02-40: It was moved by L. Peddle, seconded by R. Woodworth: That the Board's negotiating process be reviewed in September, 2002.

It was moved in amendment by W. Hicks, seconded by E. Johnstone: That the date be amended to September, 2003.

L. Peddle opposed the amendment preferring to allow staff to bring innovative ideas by the end of the year. B. Wallace and L. Orban supported the review in September, 2002 with the option of no changes if appropriate.

R. Mulholland questioned the need for a review half way through negotiations and supported the review at the end of August 2003.

W. Hicks believed the proposed structure was how the Board should be negotiating in lieu of a Salary Committee. He concurred that this format was smaller and manageable with fewer trustees.

L. Peddle suggested this format was a compromise in moving away from the Salary Committee and she supported the need for an earlier review to consider new ideas.

W. Marston noted that there was noting inherent in this direction that would preclude input from staff which could be considered as necessary. R. Barlow spoke in support of the amendment agreeing that it was not restrictive to staff.

To the amendment, LOST . 5 in favour, 6 opposed.

To the motion, CARRIED. 7 in favour, 3 opposed

10. CUPE Relations Committee

RESOLUTION #02-41: It was moved by W. Marston, seconded by R. Barlow: That Trustee Ray Mulholland be appointed to the Canadian Union of Public Employees Relations Committee.
CARRIED UNANIMOUSLY.

11. Expulsion Hearing Committees

M. Matier presented the report

RESOLUTION #02-42: It was moved by I. Thompson, seconded by B. Wallace: That the Board establish a committee of trustees, the quorum for which shall be three members, for the purpose of hearing an expulsion of a pupil.

I. Thompson suggested that the timeframe for the hearings, as stated in the report, was problematic to those trustees who work during the day. He asked why the hearings could not be scheduled at 4:00 or 5:00 p.m. on other evenings in the week.

M. Matier noted that the recommendation for hearings on Mondays was to facilitate trustees who would be attending Committee or Board meetings that evening. With the evening meetings scheduled for 6:30, it was felt that hearings might have to start as early as 3:00 p.m. should there be more than one hearing scheduled. He added that expulsion hearings often involve legal counsel and/or social workers who work during regular business hours rather than evenings.

W. Marston noted that the motion deals with the formation of the committee and does not state the time. He felt that time was negotiable while the presence of three trustees was required.

R. Mulholland pointed out that the motion creates a quorum of three trustees but does not limit the committee to only three trustees.

I. Thompson reiterated his concern that day-time meetings preclude him from attending when he would like to be involved.

J. Bishop reminded the members that policies are a framework on how the Board will conduct business. If this direction is approved, it is not important that all trustees are present for the hearings.

To the motion, CARRIED, 10 in favour, 1 opposed.

12. School Trips

RESOLUTION #02-43: **It was moved by R. Woodworth, seconded by W. Hicks: That the following trip requests be approved:**

a) **Waterdown District High School, Grades 9-OAC, Educational trip to Waikiki, Hawaii on March 8-16, 2003, inclusive.**

CARRIED . 10 in favour, 1 opposed.

13. Student Trustee Report

G. Hilgren reported on a City Wide fund raising activity scheduled for May 9 for local charity.

14. Chairs Report

The Chair and trustees offered congratulations to the following schools and staff for their achievements over the past month:

•Sir John A. Macdonald Secondary's ESL program was featured in a Spectator article highlighting the work of teachers Ivan Kocmarek and Carol Taylor. Fifteen Gr. 11 students from drama teacher Mary Onifrichuk's class were involved in a performance of a one-act play entitled Pressure, written by Toronto playwright Lindsay Price. A number of students participated as both guests and flag bearers in a special Heritage day ceremony at the Royal Connaught in which 20 people received their Canadian citizenship papers. Student Sidra Abid was nominated for the Youth Volunteer of the Year Award.

•Congratulations to Tana Charles, of Westdale, who won a John C. Holland Youth Achievement Award.

•Ryerson school had a very successful science fair.

•Members of the Harlem Globetrotters visited Tweedsmuir School with the message to students "to never give up on their dreams".

•Norma Rockwood, Hillcrest Secretary received the Black History Month Community Service Award

•Congratulations to students in Wayne Rockie's Grade 7 English class at Viscount Montgomery who discussed the proposed Red Hill Creek Expressway and then composed letters expressing their thoughts that were printed in the Spectator.

•Barton Secondary School was featured in an article written by Chinta Puxley of the Spectator after spending seven days at the school. It was part of a Torstar Report about the impact of provincial funding on education.

•Priya Sharma of Barton was nominated for the Youth Volunteer of the Year Award.

Congratulations to Highview Middle School, recipient of a 2002 Cornerstone Award from Hamilton Health Sciences and the Hamilton Health Sciences Foundation. In the past six years,

•Highview Middle School students have raised over $47,000 for the Hamilton Health Sciences Foundation.

•Highland Secondary School Technological Studies Department held an annual cabinetmaking display in January showcasing work by Gr. 11 and 12 students. The school works in partnership with Valley City Manufacturing re supplies and awards. The school thanked the business community during its 2002 Co-op Career Odyssey on January 16th.

•Dundas District is hosting a forum entitled Keeping our Children Safe from Drugs for Grades 6 – 12 students on Feb. 26 at 7pm. They also hosted an assembly for Black History Month.
•Parkside High has established an Inaugural Wall of Fame for athleticism and recognized five former athletes/ coaches: Cameron Hall, Greg Anderson, Roger Dunbrack, Alex Furgal and Debbie Lee-Eldridge.
•Sport
B'nai Brith held its annual banquet to honour Athletes of the Year from the 2000/2001 school year as follows:
Ancaster - Lauren McIsaac Adam Biehler
Barton - Stephanie Vrantsis Bryan Crawford
Delta – Nancy Rumble Chris Ross
Glendale – Amber Giosi Nick Stefanovic
Highland Kristen - Chamberlain Rob Bauce
Hill Park - Amy MacKelvie Brad Manser
Orchard Park – Sandra Hill Nathan Kazin
Parkside - Veronica Bullock Dan McKinnon
Saltfleet - Sandy McGill Joe Glass
Scott Park - Glenda Vanderleeuw Jason Harrison
Sherwood - Julie Hopkins Brendon Marcellin
Sir Allan MacNab - David Penner
Sir John A. Macdonald - Sary Say John Oderkirk
Waterdown - Stacey Cole Konrad Gloge
Westdale - Shona Thorburn Greg Moore
Westmount - Lindsay Buffet Stephen Coons
Congratulations to Barton Barons senior girls' volleyball team who completed the regular season undefeated.
•We are proud of the community service of our schools. Results of the Hallowe'en Collection for UNICEF are finally tallied. 92 schools took part in the collection: 83 are HWDSB schools. Congratulations to the following schools that collected $500 or more: Balaclava, C.H.Bray, Dalewood, Dundana, George R.Allan, Earl Kitchener, Grange, Huntingdon Park , Mary Hopkins, Norwood Park, Sherwood heights, Sir Wilfrid Laurier, and Winona.
•Two students, one from Billy Green and the other from Memorial read 10, 000 pages in the National Federation for the Blind "Braille Readers are Leaders" contest.
Many thanks to the Hamilton-Wentworth Council of Home and School Associations for their celebration of our staff during Staff Appreciation Week. Lunches and treats were provided in many schools, and the prizes offered in the Education Centre were much appreciated.

15 Director's Report

M. Matier reported that the Council of Director's of Education (CODE) has written to the Minster of Education. Noting that this Council normally does not become involved in political lobbying, they believed it was necessary to express concern to the Ministry about the funding of district school boards. They emphasized that many boards are experiencing growing special education costs, an increase in retirement rates with an impact on a commitment to gratuities, a gradual increase in staff salaries and the cost in honouring contract commitments. Some boards are impacted by increasing transportation costs and others are impacted by declining enrolment. The Directors feel the problem is reaching the crisis stage and a re-shuffling of funds within the formula will not solve the problem. If service is to be maintained at the present level, more funds are required. CODE asked the government to provide the assistance necessary to allow boards to meet their responsibilities and to operate programs effectively without incurring deficits.

16. O.P.S.B.A. Report

R. Woodworth highlighted some of the discussions at the OPSBA Board of Directors' meeting as referenced in his report in the agenda package. He referenced the need for concerted efforts of school boards in lobbying the government.

RESOLUTION #02-44: **It was moved by R. Woodworth, seconded by I. Thompson: That The Hamilton-Wentworth District School Board establish a Political Action Committee of three trustees.**

R. Woodworth suggested that the Chair and Vice-Chair be on the Committee along with another interested trustee.

J. Bishop ruled the motion was in order as it related to the update from OPSBA. She agreed that this motion would establish the committee with the terms of reference and mandate of the Committee to be presented at a later date.

To the motion, CARRIED. 7 in favour, 3 opposed and 1 abstention.

17. Notice of Motion

Nil.

18. CORRESPONDENCE

•Resolutions from Thames Valley District School Board and Peel District School Board re Ontario Student Trustees' Association report.

RESOLUTION #02-45: **It was moved by E. Johnstone, seconded by R. Barlow: That the Board send a letter of support for the Ontario Student Trustees' Association report entitled "Investing in Education, Investing in Ontario's Future" to the Minister of Education.**

G. Hilgren encouraged Board support for the students' views.

To the motion, CARRIED. 10 in favour, 1 abstention.

RESOLUTION #02-46: **It was moved by B. Wallace, seconded by L. Orban: That the resolution from the Greater Essex County District School Board regarding special education funding be received for information.**
CARRIED

RESOLUTION #02-47: **It was moved by W. Marston, seconded by L. Orban: That the following be appointed to the Special Education Advisory Committee as shown:**
(a) Judy Colantino, alternate representative, Down Syndrome Association of Hamilton
(b) Ann Hughes, representative, Children's Aid Society of Hamilton-Wentworth
(c) Mary Robertson, alternate representative, Hamilton Association for Community Living
CARRIED UNANIMOUSLY.

RESOLUTION #02-48: It was moved by B. Wallace, seconded by R. Woodworth: That the following correspondence be referred to the officials:
- B. Howell, Chair, Dundana School Council re Dundana School – Potential Closure
- Students at Ancaster High re office staff
- D. Katz re Bell-Stone School allotment of secretarial time
- L. Carey, Associate Cluster of Schools for the Flamborough Division re French Immersion Program in Waterdown

CARRIED

RESOLUTION #02-49: It was moved by B. Wallace, seconded by R. Barlow: That the following correspondence be received for information:
- D. Christopherson re letter to Minister of Education re funding for public schools
- D. Christopherson re decline in special education services in the Hamilton Region

CARRIED.

19. Distribution
Nil.

20. Public Questions for clarification
Nil

The meeting recessed for an in-camera session and reconvened at 8:35 p.m.

21. In-camera Session Report

RESOLUTION #02-50: It was moved by R. Woodworth, seconded by L. Orban: That the Report of the Board in-camera sessions be adopted as follows:

C-1. OCTU Collective Agreement

It was moved by W. Marston, seconded by R. Barlow: That the Board ratify the terms and conditions of the Memorandum of Settlement dated February 8, 2002 between OSSTF, District 21 – Office, Clerical and Technical Bargaining Unit and The Hamilton-Wentworth District School Board.

C.-2 Report of the In-camera Committee of the Whole

It was moved by R. Woodworth, seconded by W. Marston: That the Report of the In-camera Session of the Committee of the Whole dated February 11, 2002 be adopted:

I ACTION ITEMS

Human Resources

1. Increase PSSP Psychoeducational Consultants Full Time Equivalent

It was moved by J. Bishop, seconded by E. Johnstone: That the PSSP Psychoeducational Consultant Full Time Equivalent be increased by .5 at no additional cost to the Board.

C.-3 OPSBA Update

Motion as adopted

C.-4 Report of the Ad Hoc Interview Committee

It was moved by B. Wallace, seconded by E. Johnstone: That John Laverty be appointed to the position of Superintendent of Education, the effective date to be negotiated with the Bluewater District School Board.

CARRIED.

The meeting then adjourned at 8:40 p.m.

Minutes of the Open Session of the Special Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Office, 100 Main Street West, Hamilton, Ontario, on February 27, 2002.

Those present:
Judith Bishop, Chair
Reg Woodworth, Vice-Chair
Wayne Marston
Ray Mulholland
Lillian Orban
Bruce Wallace

Regrets:
Robert Barlow
Wes Hicks
Eleanor Johnstone
Laura Peddle
Ian Thompson

Officials present:
Merv Matier, Director of Education and Secretary

The Chair called the meeting to order at 1:30 p.m.

2. Adoption of the In-camera Session

RESOLUTION #02-51: It was moved by R. Woodworth, seconded by L. Orban: That the Report of the In-camera Session of the Special Meeting of the Board dated February 27, 2002 be adopted.

C-1. Report of the Interview Ad Hoc Committee
It was moved by B. Wallace, seconded by R. Mulholland: That the following Report of the Interview Ad Hoc Committee dated February 27, 2002 be approved:

Controller of Plant Services
That Dev Tyagi be appointed to the position of Controller of Plant Services, effective the effective date to be negotiated with City of Toronto.
CARRIED.

The meeting then adjourned at 1:37 p.m.

A C T I O N I T E M S

REGULAR BOARD
March 25, 2002

#7(a)

REPORT OF THE COMMITTEE OF THE WHOLE
MARCH 18, 2002

Moved by _____, seconded by _____: That the Report of the Meeting of the Committee of the Whole dated March 18, 2002 be adopted.

DELEGATION

1. J. Brennan, Chair, Pleasant Valley School Council re Reduction to Secretarial Time

It was moved by E. Johnstone, seconded by W. Marston: That the delegation presentation regarding Reduction to Secretarial Time be referred to the administration for review and comment.

I ACTION ITEMS

Program

2. Alternative Diploma Proposal

It was moved by R. Barlow, seconded by J. Bishop:

(a) That The Hamilton-Wentworth District School Board support the continued consultation and work being done toward the implementation of the District School Board Diploma for Employment and the District School Board Graduation Certificate including the Literacy Portfolio, Skills Passport or Skills Tool Kit, and Experiential Learning components as an opportunity additional to the OSSD (Ontario Secondary School Diploma) for those students desiring such additional options.

(b) That The Hamilton-Wentworth District School Board join with other school boards to petition the Ministry of Education to incorporate this proposal into provincial policy as a means of addressing the needs of a significant portion of our student population.

3. Occupational Health and Safety Policy

It was moved by W. Marston, seconded by E. Johnstone: That the Occupational Health and Safety Policy be approved as recommended by the Joint Advisory Committee and Executive Council.

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to provide and maintain a safe and healthy work environment for all employees and to establish programs to prevent injury and occupational diseases.

Resource Allocation

4. Hydro Privatization

It was moved by R. Barlow, seconded by W. Marston: Whereas, the Ontario government's proposed plan to privatize and deregulate the Ontario electricity industry will:

- result in higher consumer and industrial rates
- put increased pressure on The Hamilton-Wentworth District School Board's budget
- reduce Ontario's economic advantage, threaten jobs and pose a substantial threat to our environment

Therefore, be it resolved, that The Hamilton-Wentworth District School Board write to and urge the Premier and the government on Ontario to immediately halt the privatization of Ontario's electricity system.

Be it further resolved that The Hamilton-Wentworth District School Board send copies of this letter to the Minister of Education, Minister of Energy and member boards of The Ontario Public School Boards Association.

5. The Hamilton-Wentworth District School Board Foundation Administrative Costs

It was moved by L. Peddle, seconded by L. Orban: That the following motion be referred to the officials for a report regarding a preferred way to manage the Foundation:

It was moved by J. Bishop, seconded by I. Thompson: That The Hamilton-Wentworth District School Board Foundation be run at no cost to the Board.

Relationships

6. Draft Policy – Quarter Century Service Recognition

It was moved by R. Mulholland, seconded by E. Johnstone: That the draft policy for Quarter Century Service Recognition be referred to the Joint Advisory Committee.

Accommodation

7. Templemead Stakeholder Group

(a) It was moved by L. Peddle, seconded by L. Orban: That the new Templemead School's catchment area be defined as the area enclosed by: east side of Upper Sherman; west side of Red Hill Creek; northside of Rymal Road and south side of Stone Church.

(b) It was moved by L. Peddle, seconded by L. Orban: That Hampton Heights, Highview, Huntington Park and Sherwood Heights schools be identified for potential closure and that these schools along with Fernwood Park and Peace Memorial be included in a closure study to be undertaken in accordance with the School Council Policy.

8. Templemead Day Care Proposal

It was moved by J. Bishop, seconded by E. Johnstone: That the Board authorize the Superintendent of Business and Treasurer to execute an agreement with the Umbrella Family and Child Centres of Hamilton (Umbrella Board) with respect to the construction of a child-care facility as part of the new Templemead School subject to all of the following provisions:

- Final agreement to be in a form satisfactory to the School Board's solicitor.
- All construction costs associated with the child-care facility to be reimbursed, with interest, via monthly payments to the School Board within a term of 25 years.
- The Umbrella Board agrees to reimburse the School Board for all costs incurred in order to prepare for construction of the day care should the capital cost per square foot or interest rate exceed projections and the Umbrella Board need to pull out of the agreement once tender results are known.
- The School Board retains ownership of the property and should the school be closed in the future any proceeds on sale would accrue to the School Board.

- Design of child-care facility to be consistent with standard of most recent facilities in School Board schools.
- Furniture and equipment for the child-care facility are not included in this agreement and remain the direct responsibility of the Umbrella Board.

9. Re-organization of Hess Street School – JK to Grade 8 Model

It was moved by R. Mulholland, seconded by R. Barlow:

(a) That beginning September 2002, Hess Street School offer a Grade 7 program in a JK-Grade 7 community school setting.

(b) That beginning September 2003, Hess Street School offer a Grade 8 program in a JK-Grade 8 community school setting.

Communication

10. Correspondence re Secretarial Staff in the Schools

It was moved by L. Orban, seconded by E. Johnstone: That the letters regarding Secretarial Staff in the Schools be received and referred to administration.

II MONITORING ITEMS

The following reports were presented:

Human Resources

11. Staffing Report – Full-Time Equivalent Positions

The number of full-time equivalent positions in place for the Board as of February 28, 2002 is consistent with the number anticipated.

Resource Allocation

12. 2001/2002 Financial Report – January 31, 2002

Budget to actual trends that have been identified to date are outlined on page two of the report.

13. The Hamilton-Wentworth District School Board Foundation Audited Financial Statements – August 31, 2001

The audited financial statements for The Hamilton-Wentworth District School Board Foundation for the fiscal year ended August 31, 2001 were presented. These statements have been audited by the external auditor appointed by the Foundation, KPMG LLP, Chartered Accountants.

March 25, 2002

#8

Recommended Action:

It was moved by _____, seconded by _____:

That the Board adopt the following *Board Job Description.*

BOARD JOB DESCRIPTION

1. **Accountability to Provincial Government**
   - 1.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
   - 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. **Accountability to the Community**
   - 2.1 Make decisions that reflect community values and the interests of the entire community.
   - 2.2 Establish processes and provide opportunities for community input and engagement.
   - 2.3 Annual report to the community.
   - 2.4 Develop procedures for appeals.
   - 2.5 Model a culture of respect and integrity.
   - 2.6 Communicate the corporate vision when the opportunity presents.

3. **Strategic Direction**
   - 3.1 Provide overall direction for the district by establishing mission, vision, strategic directions and key results and measures.
   - 3.2 Annually approve Strategic Plan process and timelines.
   - 3.3 Identify corporate Board priorities at the outset of the annual strategic planing process
   - 3.4 Annually approve business plan for submission to the Provincial Government by the due date.
   - 3.5 Approval annual report for distribution to the public.
   - 3.6 Annually approve the budget (driven by Strategic Plan).
   - 3.7 Annually evaluate the effectiveness of the district in achieving established goals and desired results.
   - 3.8 Monitor progress towards and evaluate the achievement and goals of the Strategic Plan.

4. **Policy**
   - 4.1 Approve and identify areas where school policies are inadequate and identify the preferred future state.
   - 4.2 Approve policy statements that identifies --- and meets criteria identified by the Board.
   - 4.3 Monitor policy impact to determine if policy has created the desired change.
   - 4.4 Evaluate the Board's effectiveness in acting in accordance with these policies.
   - 4.5 Determine policies that outline how the Board is to function.
   - 4.6 Delegate authority to the CEO and define commensurate responsibilities.

5. **CEO/Board Relations**
   - 5.1 Select the CEO
   - 5.2 Provide the CEO with clear corporate direction
   - 5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Educaiton Act.
   - 5.4 Annually evaluate the CEO in regard to the CEO job description and additional Board direction (e.g. hold the CEO accountable for achievements of Strategic Plan) and review compensation.

6. **Political/Advocacy**
   - 6.1 Support the advocacy direction of OPSBA and CSBA.
   - 6.1 Develop a yearly plan for advocacy. Consider the focus for such advocacy, key messages and advocacy mechanisms.

7. **Board Development**
   - 7.1 Annually evaluate Board effectiveness
   - 7.2 Develop a yearly plan for trustee self-development. Consider increasing knowledge of:
     - 7.2.1 Role
     - 7.2.2 Processes
     - 7.2.3 Issues
   - 7.3 Consider OPSBA and CSBA resources
   - 7.4 Time activate the plan

8. **Fiscal**
   - 8.1 Determine basis for annual resource allocations
   - 8.2 Approve budget annually and ensure resources are allocated to achieve desired results.
   - 8.3 Receive audit report and ensure quality indicators are met.
   - 8.4 Monitor fiscal management of the district.
   - 8.5 Communicate Resource Allocation to the community.
   - 8.6 Solicit advice (from the CEO and OPSBA) then set the mandates for negotiation.

#9

REPORT OF THE JOINT ADVISORY COMMITTEE
MARCH 19, 2002

RECOMMENDED ACTION

It is moved by _____, seconded by _____ that the Report of the Joint Advisory Committee dated March 19, 2002 be approved.

1. Joint Advisory Committee – Terms of Reference

It was moved by A. Misiti: That the Joint Advisory Committee – revised Terms of Reference be accepted.

9-1

Joint Advisory Committee - Terms of Reference

The Board recognizes that staff, trustee, parent and student input is extremely valuable in the formulation of sound policy. The role of the Joint Advisory Committee is to consider, to review, to formulate/**initiate-NEW** [or to initiate-DELETE] recommendations with respect to new or existing policies.

1. Committee Membership shall consist of:
   (a) Maximum of four trustees;
   (b) The Director of Education, or delegate, who shall act as secretary;
   (c) Teachers
   Maximum of seven employees of the Board who are members of OSSTF, HWETL, HWOT and OSSTF Occasional. The breakdown will be as follows:
   OSSTF – 2 representatives
   OSSTF Occasional – 1 representative
   HWETL – 3 representatives
   HWOT – 1 representative
   (d) Other Employee Groups
   Maximum of one representative from each of the other employee groups;
   (e) A maximum of six representatives from School Councils, one from each cluster (by Superintendent of Education).
   (f) Maximum of three Home and School representatives;
   (g) Two Principals (one elementary and one secondary);
   (h) The Student Trustee.
   (i) A maximum of one student representative from The President's Council.

2. Members of the Committee other than trustees shall be appointed by their own membership groups.

3. Election to office shall be for a term of one year.

4. The Joint Advisory Committee shall normally meet at least once a month.

5. The Chair and Vice-Chair of the Joint Advisory Committee shall be determined by the whole committee at the first meeting of the calendar year with the Director or delegate acting as secretary. The use of a recording secretary shall be at the discretion of the Director.

6. A quorum shall consist of one more than half the total membership appointed to the Joint Advisory Committee in any year.

7. Before a proposed policy is brought to the Board, it should be presented to the appropriate committee for input and commentary. Each new policy recommended shall be presented to the Board by the Chair of the [appropriate Board Committee-DELETE] **Committee of the Whole-NEW**. [Similarly, any existing policy in which changes are recommended shall be presented to the Board in like manner.-DELETE] **See the Policy Review Model (attached) for review of existing policies.-NEW**

8. Policy matters referred to the Joint Advisory Committee shall be subject to administrative review before being referred to the [appropriate Board-DELETE] **Committee of the Whole-NEW**.

9. Policy recommendations initiated by the Joint Advisory Committee shall be referred to the Administration for study and response before being brought forward to the Board by the Chair of the [appropriate Board-DELETE] **Committee of the Whole-NEW**.

10. All Board members and Supervisory Officers should receive copies of Joint Advisory Committee minutes regularly, in order to maintain awareness of policy development.

11. Meetings shall adjourn at 10:00 p.m. unless extended by a majority vote.

POLICY REVIEW MODEL

Process to seek a review of a policy before review date:

- COMMUNITY/ GROUP PROPOSAL
- TRUSTEE
- SEAC
- ASSEMBLY OF SCHOOL COUNCILS
- HAMILTON-WENTWORTH HOME AND SCHOOL ASSOCIATION
- STAFF
- SUPERVISORY OFFICER
- BOARD/ COMMITTEE/ JOINT ADVISORY COMMITTEE
- FEDERATION/UNION/ EMPLOYEE GROUPS ASSOCIATIONS

→ COMMITTEE of the WHOLE → BOARD → Refer to Executive Council → EXECUTIVE COUNCIL

Process for review as per date stated on the Policy or when deemed necessary:

EXECUTIVE COUNCIL → POLICY REVIEW WORK GROUP → EXECUTIVE COUNCIL → COMMITTEE of the WHOLE → JOINT ADVISORY COMMITTEE → EXECUTIVE COUNCIL → COMMITTEE of the WHOLE → BOARD

If changes deemed unnecessary.

5 year time frame

0 — 5

Approved by the Board - February 25, 2002

9-2

#10

2002 03 25

To: The Trustees

From: Merv Matier, Director of Education and Secretary

RE: School Trips

Recommended Action:

It was moved by _____, seconded by _____: That the following trip requests be approved:

a) Ancaster High School, Grade 12, Outdoor Education trip to Algonquin Park (Dwight – Smoke Lake), Ontario May 8-11, 2002; inclusive.
b) Ancaster High School, Grades 9-OAC, Educational trip to Egypt on March 7-18, 2003, inclusive.
c) Parkside High School, Grade 12, Outdoor Education trip to Algonquin Park in Huntsville, Ontario on May 22-24, 2002, inclusive.
d) Westdale Secondary School, Grade 10-OAC, History trip to Eastern Europe on March 6-18, 2003, inclusive.

Rationale:
As per policy.

rt

#15(a)

NOTICE OF MOTION – R. WOODWORTH

Madam Chair:

I hereby give notice that I will move or cause to be moved, at the next regular meeting of the Board or special meeting called for the purpose, the following motion:

> That the Board immediately pursue the possible purchase of a site of about 15 acres in the Waterdown area that would accommodate a secondary and elementary school to be built in the future

Submitted by Trustee Woodworth on March 25, 2002

#15 (b)

NOTICE OF MOTION – W. MARSTON

Madam Chair:

I hereby give notice that I will move or cause to be moved, at the next regular meeting of the Board or special meeting called for the purpose, the following motion:

> **That, as a mark of respect, The Hamilton-Wentworth District School Board direct all Board flags be lowered to half mast each year on April 28, the Day of Mourning for Workers Killed or Injured on the Job**

Submitted by Trustee Marston on March 25, 2002

C O R R E S P O N D E N C E

REGULAR BOARD
March 25, 2002

#16

Limestone District School Board

Helen M. Brown - Chair
Barry C. O'Connor - Director of Education and Secretary
Roger Richard - Treasurer

Postal Bag 610, 220 Portsmouth Avenue
Kingston, Ontario K7L 4X4
Tel: (613) 544-6920 Toll Free: 1-800-267-0935
Fax: (613) 544-6804
www.limestone.on.ca

March 4, 2002

The Hon. Paul Martin, P.C., M.P.
Minister of Finance
L'Esplanade Laurier, 21st Floor, East Tower
140 O'Connor Street
Ottawa, Ontario
K1A 0G5

Dear Sir:

Re: Proposed GST Amendment
Affecting School Authorities

I am writing to you today to express the Limestone District School Board's total disagreement with the plan put forward by your Ministry regarding the proposed legislative amendment to the Excise Tax Act which would allow school boards to only claim a partial reimbursement of the GST costs related to the provision of student transportation services by independent third party contractors.

In October 2001, the Federal Court of Appeal rendered a **unanimous judgement** in favour of the appellant school boards. In its judgement, the Court declared that the school boards could avail themselves of 100% of the input tax credit (ITC) to recover tax paid on related inputs, under the provision of the Excise Tax Act.

The Limestone District School Board was not one of the original appellant school boards, however, we have appeals on record with the Canada Customs and Revenue Agency (CCRA) which include 100% ITC claims dating back to 1993. In order to avoid unnecessary expenses for all of the parties concerned, **including obviously the Federal Government**, the Limestone District School Board suspended proceedings in this case and awaited the results of the Quebec school boards' case. It was anticipated that once the Federal Court rendered a final decision, the same ruling would be applied to all of the other cases in waiting. I'm sure you will agree that this is common practice in cases such as this one. It is truly in everyone's best interest to proceed in this manner as exorbitant legal expenses are avoided in taking perhaps hundreds of identical cases through the courts at the same time.

The proposed amendment put forward by the Ministry of Finance would in effect retroactively void such an arrangement and renders all of our claims to date null and void. Mr. Martin, it is one thing to amend the GST legislation, however, to make the amendment retroactive to some eleven years prior to the judgement must be considered flagrant discrimination against all school boards whose cases were pending.

. 2

The Limestone District School Board respectfully requests that the Federal Government reconsider the proposed amendment with a view to making it equitable for all Canadian school boards. Specifically, we believe that the Ministry of Finance should consider making any proposed amendment to the GST legislation effective December 21, 2001, that is, the date which the government formally announced its intention to amend the legislation. There is simply no justification for a retroactive change in this case in light of past precedent in these types of cases.

Mr. Martin, we urge the Federal Government to honour the Federal Court's unanimous decision thus allowing our School Board to be treated the same as the Quebec school boards that will receive the full GST rebate as per their original claims.

Thanking you in advance for your kind consideration in this matter, I remain,

Yours sincerely,

Helen M. Brown

Helen M. Brown
Chair of the Board

cc/Public School Boards of Ontario

16-2

PEEL DISTRICT SCHOOL BOARD

H.J.A. Brown Education Centre

5650 Hurontario Street, Mississauga, Ontario L5R 1C6 Fax: (905) 890-6747 Tel: (905) 890-1099 1-800-668-1146 www.peelschools.org

February 19, 2002

The Honourable Paul Martin
Minister of Finance
Parliament Buildings
Ottawa, Ontario
K1A 0A6

FEB 27 2002

Re: Decision around GST Rebate

Dear Mr. Martin:

The Peel District School Board disapproves of the Federal government's intention to abandon the GST rebates owed to school boards by amending the law "retroactively". The Federal Court of Appeal, in October 2001, delivered a very clear decision that school boards were entitled to the full GST rebate. We believe that applying this amendment retroactively is neither moral nor legitimate management and represents a clear misuse of governmental authority and democratic principles.

The Peel District School Board, located in Mississauga, Ontario, continues to sustain unprecedented growth and despite having implemented many efficiencies over the last 5 years and being recognized as having one of the most efficient student transportation systems in the province, expenditures will exceed grant by $4.7 million in the current fiscal year. The GST rebate would have provided some much-needed assistance for our transportation difficulties. We believe that funding of children's education and related services should take priority at all levels of government – after all today's youth are the future of this country.

As school board trustees, we are accountable with educating Canada's youth to be good citizens and uphold Canadian laws. We appeal to the Department of Finance to reconsider the proposed amendment with a view to making it equitable for all school boards.

Thank you for your consideration in this matter.

Yours sincerely

Janet McDougald
Chair

c. Peel M.P.P.'s
School Councils
OPSBA
Public School Boards of Ontario

TRUSTEES
Janet McDougald (Chair)
Ruth Thompson (Vice-Chair)
Valerie Arnold-Judge
Randy Barnett
Beryl Ford
Dian Gray
Steve Kavanagh
Warren Kennedy
Sue McFadden
Sandy Ransom
Don Stephens
Rick Williams

DIRECTOR OF EDUCATION & SECRETARY
Harold Brathwaite

ASSOCIATE DIRECTOR - EDUCATIONAL SERVICES
Judith Nyman

ASSOCIATE DIRECTOR - CORPORATE SERVICES
Harinder Takhar

#17

Trillium Lakelands
DISTRICT SCHOOL BOARD

Corporate Office
Box 420
300 County Road 36
Lindsay, ON
K9V 4S4
T 705-324-6776
F 705-328-2036

February 12, 2002

The Honourable Janet Ecker
Minister of Education
Mowat Block, 22nd Floor
900 Bay St.
Toronto, ON M7A 1L2

Dear Ms. Ecker:

We are writing to express our support for the present ISA process. We realize that the Ministry has worked hard to improve this process over the past several years and we are confident that the direction your ministry is heading in this regard is the right one. A process must be available that demonstrates that differences do exist among school districts when it comes to students with special needs.

The Trillium Lakelands District School Board has actively participated in each round of the ISA process. We do recognize that problems have existed and we do share the frustration of school boards concerning the workload issues associated with the process. At the same time, however, we support your Ministry's position that very soon the ongoing amount of work will be dramatically reduced due to grandparenting of files.

Our board recently went through round one of the present audit. Again, we were able to submit numerous files that were approved by your auditors. At the present time, files formerly approved and files now approved illustrate that we are drastically under-funded in excess of $2.5 million. As you are aware, the ISA working group has recommended that school boards that can justify additional funding be able to go "live" in September of 2002. We urge you to adopt this recommendation. We are presently preparing files for the second round of your audit. These files, when approved, will further demonstrate our funding shortfall.

We support your process. We have worked hard to demonstrate that our present level of need far exceeds our funding. Your audit process confirms this fact. Effective for the 2002/03 school year, we urge you to increase ISA funding to all boards that can demonstrate, through your process, that they require additional special education funding.

Haliburton Office
P.O. Box 507
Haliburton, ON
K0M 1S0
T 705-457-1980
F 705-457-3040

Yours truly,

R J Johnson

Rick Johnson
Board Chair

Barbara White

Barbara White
SEAC Chair

c.c. C. Hodgson, MPP Victoria-Brock
N. Miller, MPP Muskoka
P.Gooch, Manager of Finance Policy Unit
Chairs of Special Education Advisory Committees
Ontario District School Boards

Bracebridge Office
76 Pine Street
Bracebridge, ON
P1L 1N4
T 705-645-8704
F 705-645-8452

#18

PEEL DISTRICT SCHOOL BOARD

H.J.A. Brown Education Centre

5650 Hurontario Street, Mississauga, Ontario L5R 1C6 Fax: (905) 890-6747 Tel: (905) 890-1099 1-800-668-1146 www.peelschools.org

February 21, 2002

Honourable Janet Ecker, Minister of Education
Mowat Block, 900 Bay Street, 22nd Floor
Toronto, Ontario
M7A 1L2

Dear Janet Ecker,

I am writing to you on behalf of Peel District School Board's approximately 9,000 teachers, 124,000 students and 370 school administrators with two specific and urgent requests regarding *The Quality in the Classroom Act*.

- The Peel board urges you to conduct genuine and meaningful consultation with school administrators and boards before finalizing the regulations. We ask that you listen to the needs and realities schools and boards face and that you make sure the regulations truly reflect what educators tell you. The bottom line is that any regulation must significantly reduce the unworkable administrative requirements of this new legislation.

- The board also urges you to give school boards a reasonable amount of time to implement the new legislation. We need at least one year ***after*** you release the regulations before we begin to implement the new requirements. Your deadline of September 2002, when we have not yet received the regulations, is completely unrealistic.

In making these requests, I know the Peel board is echoing what you have already heard from such provincial organizations as the Ontario Public School Boards' Association, the Council of Directors of Education and the Ontario Principals' Council. In adding our voice of concern to those already expressed by these representative organizations, we are pointing out what everyone knows—to improve the quality in the classroom, the Ministry must work with those closest to the classroom—school boards, administrators and educators.

All of us want the best possible quality for Ontario schools and classrooms. All of us are committed to public accountability, high standards of induction, development and performance appraisal. Your government can choose to move forward with the regulations in a way that supports school boards and administrators in those jobs, or you can create hurdles to achieving those goals through unmanageable regulations and unrealistic timelines. Like you, we want the implementation to make a positive contribution to improving education, and not to be another source of conflict.

We urge you to use your legislative powers to give us tools that truly improve classroom quality.

Sincerely,

Janet McDougald,
Chair of the Board

c: Ontario Principals' Council
OPSBA
Peel MPP's
Public School Boards
School Council Chairs

TRUSTEES
Janet McDougald (Chair)
Ruth Thompson (Vice-Chair)
Valerie Arnold-Judge
Randy Barnett
Beryl Ford
Dian Gray
Steve Kavanagh
Warren Kennedy
Sue McFadden
Sandy Ransom
Don Stephens
Rick Williams

DIRECTOR OF EDUCATION & SECRETARY
Harold Brathwaite

ASSOCIATE DIRECTOR - EDUCATIONAL SERVICES
Judith Nyman

ASSOCIATE DIRECTOR - CORPORATE SERVICES
Harinder Takhar

March 4,2001

Hamilton-Wentworth District School Board

Box 2558 100 Main St W
Hamilton, Ontario
L8N3L1

Dear Chairperson and Director:

The Ontario Student Trustees' Association – L'Association des Élèves Conseillères et Conseillers de L'Ontario (OSTA-AECO), including your respective Student Trustee(s), is working incessantly to ensure that the voice of the students of Ontario, their concerns, and their opinions are expressed. In our continuing effort to reach the pinnacle of student representation in the province, we would like to expand the role of the Student Trustees once more. OSTA-AECO recognizes the importance of acquiring input from students in order to provide accurate and fair representation. It is for this reason that we are encouraging your Board, with the help of your Student Trustee(s), to establish a Board-wide Student Senate.

Student Senates are organizations within a board that allow students from across that board to share open communication and discuss relevant issues that affect students and their schools. These opinions and discussions allow the Student Trustee(s) to provide an informed opinion to both their respective boards as well as to OSTA-AÉCO.

Students are the most important stakeholders in education therefore it is our responsibility to ensure that their requests are heard and their needs are met. We can only receive the most accurate input and the most effective suggestions on improving the education system from those who are exposed directly to it, the students.

The following guidelines have been compiled from existing Student Senate policies already in use by many School Boards across Ontario. These eight suggestions will allow for the best practices to become standard across the province.

1. A Student Senate should consist of at least one (1) member from each secondary school within the Board. If a Board has a large number of secondary schools, regional representatives could be chosen.
2. The Student Trustee should Chair the Student Senate or at least be a member.
3. The Student Senate should elect the Student Trustee. This should take place in early May of the year before the Student Trustee's term begins. This will allow for the outgoing Student Trustee to adequately prepare the incoming Student Trustee for his/her term.
4. The Student Senate should assist the Student Trustee in determining student issues, gathering student opinion and communication with students. Likewise, the Student Trustee should communicate to the students of its Board through the Student Senators.

5. In the case of Boards that have large traveling distances between schools, conference calls, or e-mail should be the preferred method of meeting.
6. The Student Senate should generally meet at least once a month.
7. District school boards should create policies surrounding the creation and implementation of a Student Senate, and Student Senate Constitutions.
8. If similar student groups (ie. Presidents' Council, Regional Student Council) already exist within the Board, they may serve the purpose of the Student Senate.

OSTA-AECO believes that a strong student voice is the most effective way of insuring that important decisions regarding students and their education are in their best interests. If we successfully establish and run Student Senates across the province, we will allow the voice of students to be more powerfully heard. If you have any questions regarding the establishment or implementation of Student Senates, I encourage you to contact your Board Council President or any of the Executive Council members.

OSTA-AECO will continue to promote a student vision and a united voice.

Sincerely,

John-Paul Farag
Vice President
OSTA-AECO

#20

LEARNING DISABILITIES ASSOCIATION OF HAMILTON WENTWORTH
15 KING STREET EAST, BOX 17, HAMILTON, ON L8N 1A1
PHONE (905) 523–1332 Fax (905) 523-6311

LEARNING DISABILITIES ASSOCIATION OF HAMILTON WENTWORTH
A different way of learning can lead to success.

February 24, 2002

Merv Matier
Director and Secretary of
The Hamilton District School Board
P.O. Box 2558
100 Main Street West
Hamilton, Ontario
L8N 3L1

President Cindy Sacco
Vice President Rick Pettipas
Secretary Alison Farmer
Treasurer Paul Weston
Historian Tom Parker

Dear Mr. Matier,

I am writing to inform you of a change in our representation at SEAC, for The Learning Disabilities Association of Hamilton-Wentworth. Rick Pettipas our representative at SEAC has resigned. Effective immediately, Andie Scriven will replace Rick Pettipas, as the SEAC representative, for The Learning Disabilities Association of Hamilton-Wentworth.

Andie meets all criteria for being a SEAC representative, she is a Canadian citizen, over 18 years of age, and supports the school board. You will need the following information.

Andie Scriven

25 Dalton Cres.

Stoney Creek, Ontario

L8J 1Z6

(905)-573-6038

Thank you,

Sincerely,

(*) **RECOMMENDED ACTION:**

It was moved by _____, seconded by _____: That Andie Scriven be appointed the representative of The Learning Disabilities Association of Hamilton-Wentworth to the Special Education Advisory Committee.

Cindy Sacco

Cindy Sacco
President
The Hamilton-Wentworth Association for children with Learning Disabilities

#22

Halton District School Board

D. L. Papke, Ed.D., *Director of Education*

E. Gardiner, *Chair of the Board*

February 11, 2002

The Honourable Janet Ecker
Minister of Education
900 Bay Street
Mowat Block, 22nd Floor
Toronto, Ontario, M7A 1L2

Dear Minister,

At the regular meeting of the Halton District School Board, held January 9th, 2002 the following resolution was adopted:

That the Halton District School Board direct the Director of Education to submit an invoice to the Ministry of Education for payment of the costs of the two Special Education Tribunals along with a rationale for the invoice, and that a copy of the letter be sent to all Ontario school boards, OPSBA, OPSOA and CODE.

Attached please find a copy of the invoice for the amount of $205,756.00.

As you are aware, the Government of Ontario assumed all responsibility for the funding of public education in 1998. School boards' revenues are determined by the Province and the current funding model does not provide funds to cover these costs. Therefore, the Halton District School Board is requesting that the Ministry of Education reimburse the Board for the incurred costs.

In the fall of 1999, Mrs. Sherri Levy-Abraham, supported by the Learning Disabilities Association of Halton applied to the Ministry for a Special Education Tribunal. This Tribunal was granted by the Ministry despite the fact that no appeal of an IPRC decision had taken place, that the Board's offer of mediation had been refused and that the issue was beyond the jurisdiction of a Special Education Tribunal.

The Halton District School Board has operated the Satellite Program for many years. It is a secondary self-contained program for students with learning disabilities that is structured in such a way to allow these students to gain credits and graduate secondary school. The parent, and LDAH, sought a decision from the Tribunal that would force the Board to introduce a program limiting the number of students in the classes to no more than eight. It would also eliminate from the program students with mixed exceptionalities, e.g., students who were learning disabled and physically disabled.

J.W. Singleton Education Centre • 2050 Guelph Line, P.O. Box 5005 • Burlington, Ontario L7R 3Z2
Phone: (905) 335-3663 • (905) 842-3011 • (905) 878-3451 Fax: (905) 335-9802

The Board's position remains that the Tribunal has jurisdiction over identification and placement, not in determining the model to be used by the Board in delivering a program. However, the Tribunal seized jurisdiction and the case was heard on January 11, 2000, June 26, 27, 28 and 29, 2000. After incurring considerable and unnecessary expense, the Board's decision regarding the identification and placement for Mrs. Levy-Abraham's daughter was upheld and the program deemed appropriate by the Tribunal.

Following the decision of the Tribunal, Mrs. Levy-Abraham filed suit in Provincial Court charging the Board with contempt for its inappropriate interpretation of the Tribunal's decision. The Board sought clarification from the Ministry and the Tribunal regarding the decision (which seemed quite clear to the Board) but was informed by the Ministry that the Tribunal would not be allowed to clarify its ruling. Having no other viable option, the Board then filed for judicial review to gain clarification of the Tribunal's decision. Twenty-four hours before the case was to be heard the Attorney General determined that an interpretation of the Tribunal's ruling was to be provided. The interpretation supported the Board's position and the case was decided in the Board's favour. However, again significant and unnecessary costs were incurred.

Shortly after the decision Mrs. Susan Adams, supported by the Learning Disabilities Association of Halton, filed a request for a Tribunal hearing on the same program and the identical issue. An appeal was heard in this case on January 24, 2001 and February 26, 2001. Again, offers of mediation were refused and the Ministry allowed the Tribunal to go forward. The Tribunal hearings were held September 25 and 26, 2001 and November 26, 27 and 28, 2001. We are still waiting for the outcome of the Tribunal's deliberations but, on the evidence given, have no reason to expect a different outcome.

Once the Tribunal releases its decision, and if that decision is favourable to the Board, we expect that the LDAH will proceed with another request for a Tribunal and will continue to do so until they receive the decision they are seeking. In the meantime, the Board is being saddled with outrageous costs for which it receives no funding. Thus, the attached invoice is being forwarded to you as you are responsible for the funding of public education; and it was within the ability of the Ministry to prevent inappropriate use of the Special Education Tribunal which it failed to do.

The Halton Board's Satellite Program is the only one of its kind for secondary students in Ontario and has successfully met the needs of learning disabled students for many years. It is unfortunate that the Board is being forced to consider the elimination of this program because of the costs of these unnecessary legal proceedings. However, without some very quick action by the Ministry, the Board's ability to continue this successful program is unlikely.

The Halton District School Board is facing an overwhelming funding shortfall as a result of a funding model which meets neither the needs of schools nor students and these unnecessary costs are beyond the ability of the Board to pay. Other boards are experiencing similar actions and the costs cannot be covered from current funding. The Board looks forward to a prompt response and payment of the invoice.

Sincerely,

D. L. Papke, Ed.D.
Director of Education

cc. Ontario School Boards
OPSBA
OPSOA
CODE

HALTON DISTRICT SCHOOL BOARD

22-3

J.W. Singleton Education Centre
Please Remit To
GENERAL ACCOUNTING
P.O. Box 5005
Burlington, Ontario L7R 3Z2

G.S.T. Registration Number R107462301

INVOICE

№ 007749

DATE: February 6, 2002

In Account With
Ministry of Education and Training
900 Bay Street
16th Floor, Mowat Block
Toronto, Ontario
M7A 1L2

TERMS: DUE UPON RECEIPT

DETAILS	AMOUNT
To Invoice for Reimbursement of costs associated with the Special Education Appeal and Tribunal Process since January 2000 as per attached schedule.	$205,756.00
G.S.T.	
TOTAL	$205,756.00

Accounting Use Only	~~$205,756.00~~
DR# 137000.10.010000.00000.40000	$0.00
CR# 223510.10.020000.00000.40000	
~~137000.10.010000.00000.40000~~	~~$205,756.00~~
CR#	$0.00
CR#	
CR#	

If you do not agree with the amount billed or require further information, please contact Carla Kisko at 335-3663.

If you wish a receipt, please provide a self-addressed, stamped envelope.

DISTRIBUTION
WHITE — Applicant's Copy
YELLOW — Remittance Copy To be returned with payment
PINK — General Accounting (Posting)
GOLDENROD — General Accounting (File)

Cost of Special Education Appeal and Tribunal Processes Since January 2000

First Process			Second Process	
Legal Expenses			Legal Expenses	
Jan-00	$	3,033	$ 2,222	Mar-01
Mar-00	$	10,586	$ 2,812	Mar-01
Apr-00	$	8,286	$ 11,501	May-01
May-00	$	8,167	$ 1,704	May-01
Jun-00	$	6,758	$ 3,116	Jun-01
Jul-00	$	14,033	$ 40,689	Dec-01
Nov-00	$	1,959	$ 1,412	1-Dec
Dec-00	$	3,396		
Jan-01	$	1,153		
Jan-01	$	1,922		
Feb-00	$	1,464		
Mar-01	$	3,371		
Apr-01	$	4,729		
Jun-01	$	22,053		
Jul-01	$	8,130		
Transcripts	$	2,320		
Total Legal	$	101,359	$ 63,456	
Hotel / Meals/ Supplies	$	1,205	$ 1,200	Estimate of Hotels / Meals / Supplies
Supply Teacher Costs - Tribunal and Appeal (4 teachers out for 5 days total)	$	3,000	$ 2,400	Supply Teacher Costs - Tribunal (4 teachers out for 4 days)
Indirect Costs - Staff Time				
Principals (2) - 5 days total	$	3,846	$ 3,077	Principals (2) - 4 days total
4 Teachers - 5 days total	$	5,154	$ 3,092	4 Teachers - 4 days total
Professional supports (4) - 5 days total	$	6,538	$ 5,231	Professional supports (4) - 4 days total
Superintendent - 5 days total	$	2,279	$ 1,823	Superintendent - 4 days total
Admin Support - 5 days total	$	1,164	$ 932	Admin Support - 4 days total
Total Costs	$	124,545	$ 81,211	

#23

February 26, 2002

Ancaster High School Council
374 Jerseyville Road W.
Ancaster, ON L9G 3K8

Janet Ecker, Minister of Education
900 Bay Street, Mowat Block
Toronto, ON M7A 1L2

Dianne Cunningham, Minister of Colleges and Universities
900 Bay Street, Mowat Block
Toronto, ON M7A 1L2

Dear Ministers,

2003 is fast approaching...the time when students from OAC and Grade 12 will be selecting post-secondary courses and campuses to study those programs which will eventually provide them with a vocation and the opportunity to earn a salary. Those students and that year have been labeled the ***"double cohort"***.

Because of the large numbers of graduating students, many questions arise which must be addressed by your departments and the Ontario Government. Since the questions outlined below relate to both Ministries, the Ancaster High School Council would very much appreciate receiving a response from the appropriate Ministry Department.

1. Knowing that double the present number of students will be enrolling at universities/colleges, what steps will be taken to ensure that universities'/colleges' admission requirements remain unchanged so as not to jeopardize the *"double cohort"* students, allowing them to enroll in their chosen programs?

2. What guarantees will be offered to prevent universities/colleges from judging OAC graduates more positively than Grade 12 graduates, or judging Grade 12 graduates more leniently than OAC graduates?

3. What additional funding will universities/colleges receive to ensure that adequate supplies of textbooks will be available to <u>all</u> *"double cohort"* students?

4. What steps will be taken to ensure that all universities/colleges will have sufficient faculty members, inspite of increased retirements, to teach all courses required by *"double cohort"* students to achieve their goals?

5. How much additional funding will be provided to school boards to ensure that *"double cohort"* students receive quality instruction?

6. What additional funding will school boards receive to ensure that class sizes for *"double cohort"* students remain viable so that students' learning will not be jeopardized?

7. What additional funding will be allocated to universities/colleges to ensure adequate residence accommodation for *"double cohort"* students?

8. Recognizing that many *"double cohort"* students may not be accepted into their chosen programs, will universities/colleges offer alternate/part-time programs to prevent a disruption to students' learning/educational period of life?

9. What guarantees will be in place to ensure that *"double cohort"* students will not have to pay higher tuition fees than those presently in place?

10. What discussion has occurred with universities/colleges in other provinces to ensure that Ontario *"double cohort"* applicants will not be penalized, due to lack of available space in Ontario universities/colleges, when, in fact, their admission to Ontario institutions was denied due to the *"double cohort"* numbers.

The lack of planning and preparation on the part of the Ministries of Education and Universities and Colleges, and the Ontario Government as a whole, for secondary students who will be graduating in 2003 is a **VERY SERIOUS MATTER** for all School Councils across the province. **These are our children...and we are very concerned about their future!** Lack of action on the part of the Government will have a serious impact on the *"double cohort"* students and on society, vocationally, educationally, and emotionally. We need answers!

We await your responses to the questions presented in this letter.

Sincerely,

The Ancaster High School Council

c.c. - Merv Matier, Director and Secretary, HWDSB
- Ken Bain, Superintendent of Education, HWDSB
- Judith Bishop, Trustee, HWDSB
- Bruce Wallace, Trustee, HWDSB
- Ruth Schofield, Assembly of School Councils, HWDSB
- Brad Clarke, MPP
- Ted McMeekin, MPP

#24

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE, 18th FLOOR, TORONTO, ONTARIO M5G 1Y8
TELEPHONE: (416) 340-2540 ! FAX: (416) 340-7571

February 25, 2002

To: Directors of Education of OPSBA Member Boards

From: Dave Walpole, Program Associate

Re: Results of Survey of Public Boards on Provision of Basic School Supplies

---

Last fall I sent you a quick survey to respond to a question from a member board on the provision of basic school supplies to students. Since this is an issue that seems to have arisen recently, I can make you aware of the results of the survey. Thanks to the boards who responded.
The survey questions were as follows:

1. *Do any or all of your elementary schools require students to come to school with basic school supplies including pens, pencils, paper, notebooks and binders or does the school supply these for them? (This is not meant to include specialty supplies such as might be required for art or French).*
2. *If students are required to come with their own supplies is there board policy in place to support this? If no policy, is there a guideline?*

- 15 boards responded.
- 10 boards indicated that all basic materials as described in question 1 were supplied to students.
- Five boards indicated that students were expected to provide their own supplies
    i. 3 boards indicated that a letter is sent to parents in June advising them of what is expected of them.
    ii. 2 boards indicated differing requirements for primary, junior and intermediate divisions.
    iii. 1 board indicated that where there is financial difficulty, the school provides the materials for the student (although this is most likely the case in all 3).
    iv. No board indicated having a policy of guideline to cover this area.

2002 03 07

Ancaster Community Food Drive
#25



2002 Committee Members

Howard Athin

Stuart Bootsma

Anna Gris

Betty Kobayashi

Nell Konkin

Jim LoPresti

Jan Lukas

Maude McLennan

John Morrison

Bob Mullen

Steve Paterson

Bob Patterson

Bill Peters

Ron Slade

Lisa Sullivan

March 4, 2002

Ms. J. Bishop
Chairperson
Hamilton-Wentworth
District School Board
100 Main Street West
Box 2558
Hamilton, Ontario
L8N 3L1

Dear Ms. Bishop:

On behalf of the organizing committee for the Ancaster community food drive 2002, I wish to express to the Hamilton-Wentworth District School Board our gratitude and appreciation for the continued support of the staff and students of your Ancaster community schools who continue to contribute so significantly to this important event.

The most recent 9th annual community food drive resulted in the remarkable collection of 68,000 lbs. of food and $1800.00 in financial support for eight food bank and community service agencies which support the needs of families throughout our City of Hamilton.

The encouragement and leadership of our school communities, with parents, teachers and students working together in supporting such community events is a key factor which ensures the continued success of this event.

It is with a sense of pride and accomplishment that we extend to the Hamilton-Wentworth District School Board our thanks and appreciation for your continued support of this most important and worthwhile cause.

Yours truly

Jim LoPresti
Committee Chairperson
39 Galley Rd., Ancaster, L9G 4T1

#26

Ministry of Education
14th Floor
Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation
14e étage
Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

March 11, 2002

Ms. Judith Bishop
Chair
Hamilton-Wentworth District School Board
100 Main Street West, PO Box 2558
Hamilton ON L8N 3L1

Dear Ms. Bishop,

I am writing to acknowledge receipt of your correspondence dated February 25, 2002, which was received by the Honourable Janet Ecker, Minister of Education, on March 11, 2002.

The Minister, or a member of ministry staff, will respond to you as soon as possible. In the meantime, if you have any questions about the status of your letter, you may contact Amy Sharma, Correspondence Coordinator, at 416-325-2441.

Thank you for writing.

Sincerely,

Anthony Brenders
Manager
Correspondence and Public Inquiries Unit

D I S T R I B U T I O N

REGULAR BOARD
March 25, 2002

#27

THE ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION'S

FAST REPORTS

weekly information for decision-makers in education

March 11, 2002 Vol. 14, No. 5

At OPSBA

Don't forget deadline for constitutional and policy resolutions for OPSBA AGM

Member boards are reminded that proposals for constitutional amendments and any specific policy resolutions to be submitted to the Annual General meeting in June 2002 must be received by OPSBA no later than **March 29, 2002 for constitutional amendment proposals** and **April 5, 2002 for policy resolutions.**

Proposals for constitutional amendments must be approved at the April 2002 Board of Directors meeting before being forwarded to the AGM. More information is provided in the March 4 issue of *Fast Reports*.

Policy resolutions submitted after April 5 but before April 26 will be printed in the AGM materials but will not be vetted by Executive Council acting as a policy resolutions committee. After April 26, policy resolutions will be considered late resolutions and will be considered at the AGM providing a two thirds majority of voting delegates are in agreement.

For more information: Florenda Tingle, Executive Coordinator, x108, e-mail ftingle@opsba.org

Nominate someone for the *OPSBA Awards Program*

The *OPSBA Awards Program* strives to recognize the outstanding contributions to the public education system of individuals across Ontario. It's not too late to nominate a **student, teacher or trustee** that you would like to have recognized for making a difference in public education. Do you know someone who matches the following criteria?

The **Jack A. MacDonald Award of Merit** recognizes the achievements of an outstanding student for a sound academic record and outstanding community service and leadership.

The **Fred L. Bartlett Memorial Award.** This annual award is presented to an active or retired member of the teaching profession. The winner is selected on the basis of their outstanding contribution to education throughout Ontario. This may consist of constructive participation in education affairs over a number of years or for work on some recent and specific project that has had a significant impact.

The Dr. Harry Paikin Award of Merit is awarded to an active or retired public school trustee for outstanding service as a public school trustee.

The Bernardine Yackman Memorial Award is given for dedication, commitment and an outstanding contribution to

Continued on next page

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Don't forget deadline for p.9
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SECRETARY OF THE BOARD, PLEASE DUPLICATE FOR ALL TRUSTEES, DIRECTOR AND SUPERINTENDENTS

If you have any comments about *Fast Reports*, contact CARLA GARBAS, Editor
LIZ SANDALS, President • GAIL ANDERSON, Executive Director
OPSBA • 439 University Avenue, 18th floor, Toronto, Ontario M5G 1Y8 Tel: (416) 340-2540 Fax: (416) 340-7571
e-mail: cgarbas@opsba.org • www.opsba.org

education with special recognition for service in **northern Ontario**. The deadline for nominations for this particular award is **September 20.**

Nominations for all awards, except for the Bernardine Yackman Memorial Award, must be received at the OPSBA office **no later than 5 p.m. on April 26.**

More information about the *OPSBA Awards Program*, including a nomination form, is available on the OPSBA website (www.opsba.org) by choosing Awards Program on the home page.

For more information: Mary Adams-Cuffy, Awards Coordinator, x101, e-mail madams-cuffy@opsba.org

OPSBA participates in pre-budget hearings

OPSBA Vice President Gerri Gershon appeared on behalf of OPSBA members to present the Association's pre-budget and funding positions to the Legislative Standing Committee on Finance and Economic Affairs. Gerri was joined by Second Vice President Rick Johnson and Carla Kisko, Superintendent of Business for Halton District School Board. The OPSBA presentation was based largely upon previous public statements regarding the $1.1 billion funding shortfall in education across Ontario. A copy of the presentation is available on the OPSBA website.

As well as the routine pre-budget hearings held by the Standing Committee, the Finance Ministry held its own round-table discussions on provincial budget priorities. Gerri Gershon, Rick Johnson, and OPSBA Finance Consultant Sam MacKinlay attended this round table discussion to further discuss and educate the government on the education sector's funding crisis.

For more information: Cynthia Andrew, Legislative & Policy Analyst, x112 or e-mail candrew@opsba.org

Program for upcoming AGM is planned

The 14th Annual General Meeting and Program will be hosted by Northern Region. It will be held from June 13 to 16 at the Holiday Inn, Waterfront, in Sault Ste. Marie. The AGM and Program Committee is planning a fabulous program. Registration brochures will be available at your board and on-line on April 15, 2002. In the meantime, the following provides a preliminary overview of the program. Take the opportunity to learn, network and enjoy June in beautiful Northern Ontario. We look forward to seeing you in Sault Ste. Marie.

THE MAIN PROGRAM

The **opening speaker** is David Bouchard. David is one of British Columbia's best-selling authors and most sought-after public speakers. His focus is on literacy, books and teaching kids to read.

The **closing speaker** is Bill Carr. Bill is an Atlantic Canadian-born performer and writer. He is nationally known as a humorous commentator for CBC-TV's "The Journal and Midday", CBC Radio as a drama performer, writer and commentator, and a regular panellist for CBC-TV's NewsWorld.

The **large plenary sessions** include: The Double Cohort and University Admission; Issues Across Canada; Labour Relations: "The Calm Before the Storm": Up-to-date information on Criminal Background Checks, Performance Review, Teacher Re-certification, and the current state of bargaining; Education Finance Session - School boards; Professional Development Program; and School Crises - Students Attack.

Workshop topics include: a Legal Session; Primary Intervention; sessions for student trustees and First Nations; Alternative Program for students at risk; Education Finance - Ministry of Education; Mediation in Pre-Hearings for Expulsions; and more to come!

There will also be **entertainment and activities! On Friday**, there will be a dinner at the Canadian Bushplane Heritage Museum, as well as fun at the Sault Ste. Marie casino. **On Saturday**, the **President's Dinner** will be held at the Holiday Inn, Waterfront. **The Sault North Rotary Dragon Boat Race Festival** will also be held on Saturday. In the evening, you can enjoy the **60's and 70's music of the Retro Rockets**.

The Guest/Spouse and Child/Youth Program will include activities such as a visit to the Ermatinger Old Stone House; the Sault North Rotary Dragon Boat Race Festival; a tour of Mockingbird Hill Farm; movies, swimming, bowling; and more.

ACCOMMODATION
You are encouraged to take advantage of the block of rooms reserved by OPSBA at the special rate of $92 (single) and $120 (double). This special rate is only available if you make your reservations **before May 13**. After this deadline, it will be provided on a **space available basis only**. To make your reservations, call the hotel directly, (705) 949-0611 or1-888-713-8482. In order to receive the special rate, you must identify yourself as part of the OPSBA event. You are also encouraged to **take advantage of the Air Canada seat sale** until March 21.

A complete program and registration will be mailed to member boards. It will also be available soon on the OPSBA website.

EARLY BIRD DRAW! Register before May 1 and be eligible to win one of two gourmet baskets at the *2002 AGM and Program.*

For more information: Ernesta Graham, Events Coordinator, x115 or e-mail egraham@opsba.org

US school boards can learn much from Ontario

The National School Boards Association (NSBA) was founded in 1940. The President, James R. Ruhland, was the keynote speaker at the opening of the OPSBA *Public Education Symposium* in January. James Ruhland hails from the state of Virginia. In 1999, he was elected as the NSBA Secretary-Treasurer and in 2000, he was elected President-Elect by the 150-member NSBA Delegate Assembly. He began his tenure with the NSBA Board of Directors when he was elected to a one-year, unexpired term in Anaheim, California, on April 6, 1997. Ruhland served as president of the Virginia School Boards Association in 1997-98. He holds a BA in criminal justice and a MA degree in public administration and is a graduate of the FBI National Academy. He is married with one son in public high school.

An article he wrote about his experience at the Symposium appeared in *School Board News*, NSBA's newsletter. The article provides his perception of education in Canada. It is reproduced with permission from the Feb. 5. 2002 issue of *School Board News* and is included with this *Fast Reports.*

At Queen's Park

Ministry releases draft privacy legislation

The Ontario Ministry of Consumer and Business Services has released draft privacy legislation which is, in part, a response to federal privacy legislation. The proposed *Privacy of Personal Information Act* will apply to both public and private sector workplaces. OPSBA has consulted with legal counsel on the issue and has been advised that a majority of obligations under the proposed Act already exist for school boards under the *Freedom of Information and Protection of Privacy Act*, with the exception of the collection, use and disclosure of personal health information. Legal counsel has advised OPSBA that no action is required at this time, given that little of the proposed legislation qualifies as a new obligation for member boards. OPSBA will monitor the progress of these legislative proposals.

For more information: Bob Williams, Director of Labour Relations, x118, e-mail bwilliams@opsba.org

Labour RELATIONS

First report on implementation of criminal background checks is available

On March 7, Directors of Education and members of the Provincial Labour Relations Network (PLRN) received the first of several reports containing recommendations regarding the implementation of Regulation 521/01, Collection of Personal Information. The report summarized a meeting convened by OPSBA on February 26 at the Colony Hotel. Representatives of all provincial Trustee Associations, CODE, CUPE, ETFO, OECTA, OSSTF, and provincial Supervisory Officer and Principal organizations, the Ontario College of Teachers, and Human Resources Superintendents from several member boards participated in this meeting.

There were also five lawyers present, representing various groups, and OPSBA staff.

The report included a number of important recommendations as well as a plan and time line for further consultation/action.

The main recommendations included the following:

1. Board implementation plans should meet the following criteria:
   a. Comply with the intent of the legislation – ensuring the safety of pupils;
   b. Respect and protect the rights of employees to privacy and fair treatment;
   c. Be administratively efficient;
   d. Have a consistent approach across the province;
   e. Be based on best practices from other jurisdictions/sectors; and
   f. Be the lowest possible cost.
2. Use of common forms for employee authorizations and offence declarations – the forms to be developed by OPSBA with appropriate input and legal advice.
3. Offence declaration to be collected by Boards only after a criminal background check (CBC) has been collected on an employee.

Future reports will address the following issues identified at the February 26 meeting:

- Common offence declaration form (April 1, 2002);
- Suggested content and planning suggestions for communicating with all staff (April 1, 2002);
- Recommendations regarding CBC's and offence declarations for service providers, including school bus drivers (end of April 30, 2002);
- Common employee authorization form (June 2002);
- Protocol for collecting and managing CBC's on existing staff (June 2002);
- Protocol for record-keeping, ensuring security and privacy (June, 2002);
- Protocol based on best practices for collecting CBC's from new staff (summer 2002);
- A set of guidelines and a recommended adjudication process for boards to "manage" situations in which it is discovered that an existing employee has a criminal record (fall 2002); and
- Recommendations on groups not covered by the legislation (volunteers, co-op students and employers, faculty of education students and staff) (fall 2002).

LOW-COST OPTION

For existing staff, OPSBA is investigating the possibility of providing a service to member boards through a single police authority that would meet the requirements for collection of CBC's on existing staff for $10 to $12 per employee. The availability of this option will be communicated to member boards as soon as possible (no later than the end of April, 2002).

It is clear that the costs for obtaining CBC's for existing staff will be "bargained" or borne by the board. There is no provision in the funding formula to pay for this significant additional expense to boards. OPSBA will be lobbying the provincial government to pay for this imposed cost and recommends boards to lobby their local MPP's accordingly.

For more information: Bob Williams, Director of Labour Relations, x118, e-mail bwilliams@opsba.org; or Dave Walpole, Program Associate, x120; e-mail dwalpole@opsba.org

Register now for the *2002 Labour Relations Symposium*

REMINDER!

"Somewhere Over The Rainbow" will be held at the Toronto Delta Chelsea Hotel from April 4 to 6, 2002. Opening the conference on Thursday evening will be keynote speaker Paula Knopf, former Chair of the Education Relations Commission and now a prominent "neutral" in Ontario. At Saturday morning's Plenary Session, Hugh Finlayson, Executive Director of the British Columbia Public School Employers' Association, will speak to delegates about the B.C. experience with teaching as an essential service. The Symposium's Closing Speaker will be award winning TV and radio host, Jane Hawtin, Canada's first female major market news director. Take this opportunity to gain valuable insight on today's key labour relations issues. Join colleagues from across Ontario and plan to attend this annual conference.

A meeting of the **Provincial Labour Relations Network** is scheduled for April 4, 2002 from 8:30 am to 2:30 pm, prior to the opening of the Symposium. OPSBA will cover the cost for two attendees per member board, excluding travel and accommodation. There is a $40 attendance fee for any additional Board representatives wishing to attend.

If you have not yet booked your hotel room, please call the Delta Chelsea at (416) 595-1975 and ask for our group code GSSOPS to qualify for the special room rate of $139 plus taxes (single). **To ensure room availability and to reduce costs, we urge registrants to make hotel reservations immediately**.

To register for the Symposium online, go to www.opsba.org/events/lrs2002.html.

For more information: Ernesta Graham, Events Coordinator, x115, e-mail egraham@opsba.org

The calm before the storm

At this time, all is quiet on the teacher bargaining scene in Ontario. We should enjoy and appreciate the break in the action, because the experience in Alberta and British Columbia suggests that we in Ontario will be experiencing a new wave of teacher militancy within the year.

All is definitely not quiet on the western front. In British Columbia, under the Gordon Campbell Liberals (?), the government approved historic legislation on January 25 and 27 which had the effect of ripping up existing collective agreements with teachers. The legislation declared teachers an "essential service" (sound familiar?), removing the right to strike and imposing a 7.5% salary increase over 3 years. Teacher agreements can no longer deal with class size, class composition, assignment of students to a class, course or program, staffing levels or rations, establishing minimum numbers of teachers or other staff, number of students assigned to a teacher, case loads, and staffing or teaching loads. Predictably, B.C. teachers are protesting and engaging in a "work-to-rule" campaign all too familiar to Ontarians.

Hugh Finlayson, Executive Director of the British Columbia Public School Employers' Association, will join us for a keynote speech at the upcoming *Labour Relations Symposium* being held from April 4 to 6. Hugh is responsible for collective bargaining with the B.C. teachers provincially and will have much to tell us about "how not to do it".

Meanwhile, in Alberta – where they historically have had no workload provisions in teacher collective agreements – approximately one third of the teachers in the province were on strike until the government passed a back-to-work order, declaring an emergency situation. The order was appealed by the Alberta Teachers' Association, and the judge quashed it. Although the teachers continue to be on the job, there is much scurrying about trying to come up with a solution that is acceptable to the teachers, the trustees and the government.

The issues in Alberta are salaries (where it appears that any settlement will include at least a double-digit increase over 3 years) and working conditions (what else?). The teachers are insisting on Ontario-like workload language in collective agreements. We will keep you posted on developments.

None of this bodes well for Ontario. With the provincial government here giving strong signals that there will be no additional money for school boards in the year ahead, the chances of negotiating 3-year collective agreements are slim to nil. By the fall this year, Ontario teachers will be in a position to strike in most boards in the province. Does anyone think that this isn't likely – particularly as a provincial election looms on the horizon?

For more information: Bob Williams, Director of Labour Relations, x118, e-mail bwilliams@opsba.org

OPSBA in the media

In real terms, school funding down. In response to criticisms of their education policies, the governing Conservatives frequently tell us that they are spending "record" amounts on the province's schools. Here, for example, is Finance Minister Jim Flaherty speaking last week to the Legislature's finance committee: *"We're spending more money on education than any other government has ever spent in the history of the province of Ontario."*

He's right, in nominal terms. According to figures Flaherty himself supplied to the committee last week, total government

spending on elementary and secondary education for this school year (excluding contributions to the teachers' pension fund) will be $14.3 billion, up from $13.5 billion in 1995, the year the Tories took office. That's an increase of 6.3 percent.

But — and it's a big but — over the same period, student enrolment has risen 4.2 percent (from 1.91 million to 1.99 million) and inflation has driven up prices by 11 percent. Combined, these two factors have increased costs to schools by more than 15 percent.

This means that in real terms, school funding has been cut during the Tory regime. Put another way, as the public high school teachers' union helpfully did in its presentation to the finance committee, the Tories are spending about $1,000 less on each student than did the previous New Democratic Party government.

Which is why school boards today are crying the blues. Not all boards, mind you. When the government grabbed total control of education taxation and funding from the boards in 1997, it levelled the playing field. Each board — urban and rural, public and Catholic — was given a roughly equal amount to spend per student. There were some winners and some losers. The losers tended to be urban and/or public.

By law, school boards aren't allowed to run deficits. But last year, 11 of 32 public boards did, and this year that number will climb to 16. In the past, the boards would simply have raised property taxes to make up the difference, but the Tories took that power away. Nor can the boards simply allow the student-teacher ratio to rise, as they did in the past. The Tories have forbidden that, too.

"Which law would you like us to break?" asked a plaintive Ontario Public School Boards' Association in its brief to the finance committee last week. The problem is particularly acute for the Toronto public board, which is facing a $113 million shortfall for the school year beginning next September. Until now, the Toronto public board could count on so-called "mitigation" funding provided by the province to balance its books. But that money has all but run out. The government likes to blame the Toronto public board for maintaining a "bloated" bureaucracy that is bigger per student than others in the province — even though it is undeniably more expensive to run a school system as large and diverse as this city's. But even if the Toronto public board were to cut its bureaucracy back to the level stipulated by Queen's Park, it would save just $22 million, or some $90 million short of what's needed to balance next year's budget. Thus, the board will be forced to cut back maintenance and put off necessary repairs. This process has already begun, as anyone who has visited a Toronto public school recently can attest. Also likely to be sacrificed are special education programs and "frills" such as music. As for a raise for teachers, forget about it.

That could mean more labour unrest in our schools after what has been a quiet year. "It's the calm before the storm," says Earl Manners, president of the Ontario Secondary Schools Teachers Federation. "This is a situation that's spiralling out of control and the government doesn't seem to have the capacity to put its mind to fixing the problem," says OPSBA President Liz Sandals. So what will the government do? The boards had expected a preliminary answer from Education Minister Janet Ecker this week. But her office said late last week that no announcement was planned. Ecker may be waiting until a new premier is chosen by the Tories March 23, after which she will likely find herself in a different portfolio.

Whoever is in the education portfolio will find there are no easy answers. Simply increasing funding is difficult because the government is facing severe budgetary pressures in other areas — notably, health — and declining revenues thanks to a slowing economy. One option discussed by the Tories behind closed doors is to let the student-teacher ratio rise. But that would be a hard pill for the Tories to swallow after making a show of taking that option away from the boards. So the Tories are in a box, and Mike Harris' successor is going to have to make some tough decisions. As reported in the *Toronto Star* by Ian Urquhart, March 4.

Schools charge user fees. A survey by the grassroots group People for Education shows the average high school charges its students a total of $27 for texts, workbooks, photocopying, calculators, lab materials and other class-related expenses. Across Ontario, this ads up to more than $20 million, though the government now says schools may not charge for course materials.

"Under the *Education Act*, schools cannot

charge pupils for items that are essential to the delivery of courses, including textbooks," said education ministry spokesperson, Tanya Cholakov. "In other words, school boards have the legal responsibility to deliver the curriculum and provide adequate resources at no charge." While "supplemental" fees for non-essentials such as field trips and yearbooks are allowed, schools must provide learning essentials from the $500 million the ministry provides. Cholakov wouldn't specify which items are considered "essential", other than textbooks.

User fees – and the inequities they create among students – are an inevitable offshoot of under funding, said OPSBA President Liz Sandals. "In a province that has cut $1.1 billion from education spending in the past five years, it's no surprise there's not enough money for chemistry labs and calculators and textbooks." As reported in the *Toronto Star* by Louise Brown, February 28.

Cash crisis imperils Ontario schools. *Education directors band together in plea for funds.* Ontario's 72 directors of education have banded together to issue the provincial government an unprecedented warning that they are so starved of money they can't provide a good education to children without running deficits – and breaking the law.

The directors, who run Ontario's 4,800 schools, report to individual school boards as well as the deputy minister of education and generally steer clear of controversy. But in an effort to underline the seriousness of the funding problem, all 72 directors have come together and signed a letter to Janet Ecker, the Education Minister, saying the financial crisis in Ontario's school is threatening the education of two million elementary and secondary students. The provincial government passed a law last year making it illegal for school boards, hospitals and other public bodies to run deficits.

"As the Chief Executive Officers of the District School Boards, directors of education have the responsibility to inform you of this crisis and request that you inform government of their frustration and the fact that they have exhausted alternatives to manage according to provincial guidelines," the directors say in the Feb. 15 letter to Ecker. "Study of the issue with business officials and trustees brings directors to the conclusion that the problem is reaching the crisis stage. Reshuffling of funds within the formula will not solve the problem. If service is to be maintained at the present level, more funds are required." The directors, who represent all four school boards in the province – English public and Catholic as well as French public and Catholic – say warnings to school boards to live within their means just won't work.

"The Council of Ontario Directors of Education asks that this dilemma be made clear to government in its current-year budget discussions, and that government provide the assistance necessary to allow boards to meet their responsibilities and to operate effectively without incurring deficit." The letter comes as school boards across the province, including Ottawa, Toronto, Hamilton and London, face massive deficits. The Ottawa public school board is facing a deficit of $34 million; Toronto's deficit is $150 million and London's Thames Valley District School Board is $14.3 million short.

Michel Serre, the council chairman, said yesterday the letter to Ecker is not a game or a pressure tactic cooked up by boards to squeeze more money out of the government. He said school boards are operating on a five-year-old funding formula and have simply hit rock bottom. Since 1997, when Ontario took over education funding, costs have gone up dramatically while funding has been frozen at 1996-1997 levels. Since that time, inflation has gone up more than 8 percent.

"We feel as a group that we no longer have the funds to run our programs. All the school boards are suffering – English, French, public, Catholic, east, west, north, south," Serre said. "In some cases, the major impact comes from increasing special education costs; in others, it is the commitments to long gratuities and the increasing retirement rate; in still others, it is the result of gradual increase in staff salaries and the impact of honouring contract commitments made before the funding formula was established," he said. Those contract commitments have left the Ottawa board $26 million short on money it needs to pay teacher salaries, while the Toronto public board is short $60 million. Last year, Thames Valley spent about $8 million more on teacher salaries than what the province paid.

OPSBA President Liz Sandals says many people are often under the mistaken assumption that only big-city boards like

Ottawa and Toronto are under threat. But the problem, she says, is province-wide. Last year, a third of our boards had deficits but this year, we think about half the boards will run deficits," Sandals said. "Our fear for the future is that there will be more and more boards facing problems like Ottawa and Toronto." On Wednesday, Ecker told the Canadian Club luncheon that she believed the Ontario school funding formula should be reviewed. As reported in the *Ottawa Citizen* by Mohammed Adam on March 8.

For more information: Jeff Sprang, Director of Communications & Media Relations, x111, e-mail jsprang@opsba.org

Across CANADA

CSBA holds Western Conference

The CSBA Western Conference was held from February 22 to 24 in Winnipeg. OPSBA President Liz Sandals, Northern Region Vice President Bill Dawes and Executive Director Gail Anderson were participants at this conference. The conference opened with a presentation by Dr. John Wiens, Dean of the Faculty of Education, University of Manitoba. The agenda included a roundtable discussion of provincial issues and challenges, consideration of governance and accountability issues with respect to amalgamation, student assessment, accreditation programs and follow up for the CSBA Accountability Discussion Paper. There was also discussion of policy and programs, such as Aboriginal education and rural and remote delivery.

Complete reports for Manitoba, Saskatchewan and British Columbia, as well as a report on CSBA activities, are included for member boards with this Fast Reports. The following are some highlights from those reports:

In British Columbia, school boards focus strongly on improving student achievement. The government has demonstrated their commitment to student achievement by making legislative changes granting boards more autonomy and district Accountability Contracts. These Contracts are public documents intended to show the public that schools are improving and required of each district in the province. The government passed essential services legislation relating to education, setting out pay increases, class size regulations, and removing provisions that specified numbers of teachers to be hired related for special situations, including ESL and special education programs.

In Manitoba, 31 of 54 school divisions are involved in an amalgamation process to effect a reduction of 17 divisions/districts across the province. Budgets and funding for 2002-03 will be based on existing division/district configurations. Budgets and funding for 2003-04 will reflect the newly amalgamated school divisions. In all except two school divisions, 9 was established as the maximum number of trustees. Divisional administration was redefined to include supervisory personnel in curriculum consulting and development, transportation, and operations and maintenance and based on this new definition, spending caps were introduced. Funding included an additional $16 million which makes a total of $838.6 million in direct provincial funding.

In Saskatchewan, boards of education levied $645 million in property taxes and grants in lieu of taxes, which is the major share of elementary-secondary education operating funding. The province contributed about $447 million, an increase over 2000 of $33.7 million. The combined expenditure increase in 2001 was about $64 million. The 2002 budget will be released the week of March 25. Like Ontario, "equity in education funding" is a major focus for Saskatchewan. The Saskatchewan School Trustees Association has produced a background paper and is having ongoing discussions with the government. Removal of board access to the property base is not being contemplated.

For more information: Gail Anderson, Executive Director, x109, e-mail ganderson@opsba.org

Correction to *Congress 2002* registration program

There is an error in the registration program regarding Friday night Newfoundland Night. Tickets for this Friday night event are not included in the delegate registration fee. The event is an additional feature to the program and tickets can be purchased at a cost of $45 per person. Companions and guests are also invited to attend Newfoundland Night which promises to be an evening of Newfoundland and Labrador charm and hospitality.

For more information: Lynn Kennedy, CSBA, phone (613) 235-3724, x21, e-mail admin@cdnsba.org

Don't forget deadline for resolutions for CSBA

The Canadian School Boards' Association (CSBA) deadline for receipt of Executive nominations and resolutions by member associations is **May 3 – 60 days prior to the CSBA AGM**. OPSBA member boards wishing to submit resolution(s) for consideration at the *National Congress 2002* are invited to submit them through Florenda Tingle at OPSBA no later than March 29. This will enable the OPSBA Board of Directors (acting as a Policy Resolutions Review Committee) to review them at the April 18 to19 meeting.

CSBA has asked member boards to submit their resolutions in the following format:

Resolution Topic:
Sponsoring Association - OPSBA
Resolution:
Background and Rationale:
Suggested Actions:

For more information: Florenda Tingle, Executive Coordinator, x108 or e-mail ftingle@opsba.org

CALENDAR OF EVENTS

PROGRAM WORK TEAM
March 22, 10 a.m. to 3 p.m.
OPSBA Boardroom, Toronto

EXECUTIVE COUNCIL
April 3, 10 a.m. to 3 p.m.
OPSBA Boardroom, Toronto

PROVINCIAL LABOUR RELATIONS NETWORK
April 4, 8:30 a.m. to 2:30 p.m.
Mountbatten Room "B"
Delta Chelsea Hotel, Toronto

LABOUR RELATIONS SYMPOSIUM
April 4 to 6
Delta Chelsea Hotel, Toronto

EXECUTIVE COUNCIL
April 18, 7 p.m. to 9 p.m. &
April 19, 9 a.m. to 3 p.m.
OPSBA Boardroom, Toronto

BOARD OF DIRECTORS
April 19, 7 p.m. to 9 p.m. &
April 20, 9 a.m. to 3 p.m.
Sheraton Centre Hotel, Toronto

NORTHERN REGION DIRECTORS
April 20, 4 p.m. to 6 p.m.
OPSBA Boardroom, Toronto

27-9

CSBA's Western Conference:
February 22-24, 2002

Gordon Comeau's report

BCSTA Advocacy

- BC school boards focus strongly on improving student achievement as their key work. Our government takes this commitment seriously, as demonstrated through legislative changes granting boards more autonomy and district accountability contracts.

- BCSTA and its member boards are hard at work ensuring that improvements move from planning to action. This is a turning point. Boards have their greatest opportunity to govern in several decades. This can result in locally elected governance stronger than ever.

Trustee Professional Development

- Two BCSTA events remain for this school year. They are focused on supporting boards as they clarify the necessary decisions and gather their resources to support student achievement in their communities.

- The March Academy addresses government and Ministry activities; school choice and its effects on student achievement and connecting communication to leadership. Barry Bashutsky from SSTA will be presenting a workshop on Board Chairs.

- Given the deep and rapid changes in education, we expect very lively debate at our AGM. In the education program, Phil Schlechty of the Center for Leadership in School Reform focuses on the differences trustees can make in improving student achievement. He'll also talk about what improved student achievement looks like when it is working.

Communications

- To keep everything fresh and easy to access, BCSTA's publications and website will shortly sport a new look. Upgraded servers now allow us to manage broader electronic distribution of materials. Currently, we have 87 per cent of trustees in our e-mail database.

- Our website also features a very popular policies database. The database continues to grow – currently we're up to 5,107 policies from around BC. And they're still coming in!

BC Government Overview

- As we reported to the November CSBA Board Meeting, after ten years of New Democrats, in June 2001, BC elected a Liberal government with a majority of 77 out of 79 seats in the legislature.

27-10

- The new Liberal government's "New Era" directions for education emphasize greater flexibility and choice in public schooling, school board autonomy and flexibility, goals and outcomes measurement, and increased use of technology.

- This fall, the reactivated a Select Standing Committee on Education consulted across the province about choice, flexibility, accessibility and quality in education, including an appearance at BCSTA's December Academy. The Committee's report should be available before April.

- Current activity is centred on two initiatives:

- **Accountability Contracts for districts.** The completion of Accountability Contracts, public documents intended to show the public that schools are improving and required of each district in the province, was announced in a joint press conference held myself as BCSTA President, and Christy Clark, Minister of Education, on February 4th.

- The Ministry posted summaries of all the contracts on their website. Most districts have their complete contracts on their sites. Areas reported are:
  - school district features – a brief district overview including enrolment and demographic information, unique programs;
  - main focus for improving student achievement – identification of three or four goals; student performance objectives – areas of each goal where improvements will be measured; and
  - measurement – ways that districts will measure progress. Goals were to be focused on intellectual development, human and social development, career development and support for specific groups such as aboriginals or special needs students.

- **Labour changes.** Early in this mandate, government passed essential services legislation related to education. Teacher contract negotiations at the provincial level – stalled for many months – were concluded by legislation.

- This legislation, among other actions:
  - set out pay increases
  - created a commission to examine teacher bargaining in the province
  - established class size regulations in legislation, and
  - removed provisions that specified numbers of teachers to be hired related for special situations including English Second Language programs and special education.

- Government has announced that it plans to fund only the first year of the cost of teachers' wage increases. This has grave implications for boards and their efforts to provide for improved student achievement.

27-11

Western Conference
February 22 – 24, 2002

Manitoba Update

Amalgamation

There are currently 31 of 54 school divisions involved in the amalgamation process to effect a reduction of 17 divisions/districts across the province. While the intended effective date of amalgamation is July 1, 2002, it is not clear that the necessary legislation will be enacted by this date.

The parameters which Government has outlined for amalgamation include the following:

1. Budgets and funding for 2002-03 will be based on existing division/district configurations. Budgets and funding for 2003-04 will reflect the newly amalgamated school divisions.
2. A grant of $50 per student will be provided to all amalgamating divisions/districts.
3. The three year period for mill rate harmonization will be maintained.
4. No school closured may occur in amalgamating divisions before September 1, 2005.
5. The Board of Reference will not hear boundary change or transfer applications from residents in amalgamating divisions prior to September 1, 2004.
6. Where amalgamating boards cannot reach agreement on issues, the Minister will appoint an arbitrator with expenses to be shared equally by the boards in dispute.

Governance

Other governance changes announced in November, 2001 include:

1. establishing 9 as the maximum number of trustees in all school divisions except Frontier S.D. #48 and the DSFM #49; (current provision in the PSA is 11 trustees)
2. redefinition of divisional administration to include supervisory personnel in curriculum consulting and development, transportation, and operations and maintenance;
3. introduction of spending caps based on new definition of divisional administration: 4% in Winnipeg and Brandon
   4.5% in rural Manitoba
   5% in Northern Manitoba

Funding

The announcement on January 31. 2002 included an additional 16 million dollars in funding to bring direct provincial funding to $838.6 million. Funding allocation has been restructured in an effort to provide greater transparency in the model and to direct more dollars to equalization in recognition of targeted needs.

The increase in funding does not represent additional dollars from general provincial revenues, as provincial re-assessment will generate virtually the entire $16 million on the provincial Education Support Levy. The announcement does not significantly increase the total provincial contribution to public schools which remains at approximately 60% of total operating costs. Nor does it constitute any substantive reduction in the current reliance on property taxation to fund roughly 50% of the total public school education expenditures in the province.

For this year's funding announcement, MAST worked with superintendents (MASS) and secretary-treasurers (MASBO) of school divisions to develop a shared statement of response to the announcement. The three organizations also discussed the formation of an inter-organizational Finance Committee in order to work more collaboratively on finding issues on a regular basis. It is anticipated that such a committee will be struck this spring.

Programs

Manitoba Education continues to focus on its 6-point education agenda for the province. This agenda includes:

1. improving outcomes for successful learners;
2. strengthening links among schools, parents, and communities;
3. strengthening school planning and reporting;
4. improving learning opportunities for educators;
5. strengthening pathways among secondary schools, post-secondary education and work and;
6. linking policy and practice to education and research.

Activity to date has focused largely on priorities 1, 3, and 5.

In this regard, the government's long awaited response to the Special Education Review has been disappointing. No new monies have been identified to address needs in this area. There are serious concerns about proposed policy changes which have the potential to re-direct already scarce resources into administrative rather than service functions. Finally, the lack of clarity around roles and responsibilities of school boards, educators, and parents with regard to special needs education may create ambiguity and tension in the working relationships among groups and individuals.

Student assessment

Provincial assessments remain mandatory in language arts and mathematics for Senior 4 courses. Provincial assessments in grade 6 and 9 are optional. The grade 3 assessment has undergone considerable change in the past two years in an effort to move toward a diagnostic evaluation more manageable in terms of implementation and staffing resources.

Class size and composition

The Commissioner's report on this topic is expected to be tabled in the Legislature in early March. The current prohibition on arbitration awards in this area expires 6 months after the report is tabled. MAST and school boards will be lobbying strongly to ensure that class size and composition continue to be excluded from arbitration.

Labour Relations

The harmonization of collective agreements and severance arrangements for displaced employees are the primary concerns of amalgamating divisions. It is anticipated that in many instances, this harmonization will be effected through arbitration rather than negotiations.

The MAST Executive will take forward to the annual Convention in March, two resolutions on teacher collective bargaining. The first calls for restrictions on the scope of arbitration. The second resolution advocates that in the absence of any restrictions on the scope of arbitration, strike/lockout be the dispute resolution mechanism.

LABOUR RELATIONS

SCOPE OF ARBITRATION..... LR-01-02
[Subject to approval of the MAST Executive - February 18, 2002]

BE IT RESOLVED THAT MAST lobby the Government of Manitoba for legislative change to exclude from arbitration the following management responsibilities:

- **the selection, appointment, assignment and transfer of teachers and principals,**
- **the method of evaluating the performance of teachers and principals,**
- **the scheduling of the recess and the mid-day break,**
- **class size and composition.**

Comments:

Bill 72 introduced that specific management prerogatives would be excluded from arbitration. While this list was reduced from what trustees were seeking in 1996, legislation was passed which covered, in Section 126, the basic fundamental management rights of school boards.

Legislation passed pursuant to Bill 42, however, has removed these prohibitions on an arbitrator's jurisdiction, with the exception of class size and composition, which is awaiting a report from the Commissioner. Six months following the submission of the Commissioner's report on class size/composition, class size/composition will once again will be subject to an arbitrator's purview unless in the interim period, Government enacts legislation to prohibit such a circumstance.

While there is a separate resolution going to the March, 2002 Convention on class size/composition this critical element of management discretion is also included with the other management responsibilities which were in the legislation from 1997 to 2000.

Arbitrators have in the past and will continue in the future to set precedent for collective agreement provisions. Three such examples include interest on retroactive pay, preparation time and most recently maternity leave benefits.

Prince Edward Island, the only other province with arbitration as the only final dispute resolution mechanism has restrictions on arbitrators dealing with class size. The B. C. Government has recently introduced legislation which would remove class size from teacher collective bargaining.

It is not unreasonable to have a specific list of management prerogatives excluded from arbitration. Failure to do so will guarantee increasingly unaffordable collective agreements with contractual restrictions on school boards' ability to manage in accordance with their education responsibilities and accountabilities.

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Current MAST Policy: SCOPE OF BARGAINING [LR-06-00(R)89]

MAST believes that the Public Schools Act, Section 97(1), should be amended to clearly identify the scope of bargaining and maintain as management prerogatives those necessary rights to manage the educational system such as, but not limited to:

- the selection, appointment or assignment of teachers,
- subject to the Act and the regulation, duties the teacher is to perform,
- the number, kind, grade and description of schools,
- courses of study and programs of study,
- professional method of techniques employed in teaching,
- teacher evaluation,
- teacher termination,
- class size, teacher/pupil ratios, preparation time or number of classes.

DISPUTE RESOLUTION/TEACHER BARGAINING LR-02-02
[Subject to approval of the MAST Executive - February 18, 2002]

BE IT RESOLVED THAT where legislative changes are not enacted to exclude management responsibilities from the arbitration process, MAST advocate for strike/lockout as the dispute resolution mechanism in collective bargaining between school boards and teacher associations.

Comments:

The resolution identifies strike/lockout as a secondary choice of school boards absent the exclusion of management responsibilities from the scope of arbitration. It is intended to remove the contradiction in existing resolutions dealing with the issue of strike/lockout.

If passed, this resolution would supercede all others on this topic. If rejected, existing resolutions would be culled and archived in accordance with the intent expressed by a negative vote.

LR-06-96.....Revised Collective Bargaining Process
LR-07-96.....Legislated or Regulatory Changes
LR-10-96.....Opposition to Time-Limited Strike
LR-01(c)-00 .....Collective Bargaining (Dispute Resolution)
LR-07-00(R)92.....Teachers Right to Strike
LR-08-00(R)94.....Strike/Lockout/Arbitration

27-16

Saskatchewan School Trustees Association
CSBA Western Conference Update: February 2002

Role of Schools

The Department of Education, SSTA and other educational organizations initiated a public dialogue on the *Role of the School* in 2000. The project is completed, organizations have responded and the government released its plan for action February 21, 2002. We hope to provide an update on this initiative at the meeting in Winnipeg.

The Task Force recommended a "community" school approach, that engages the community more fully in the life of the school, combined with much stronger integrated services delivered at the school under the title School^{PLUS}. Implementation of the recommendations is supported by SSTA, other educational organizations and the involved government departments. We see this initiative as a very important focus of the educational community over the next decade.

On-Line Learning

Delivery of "Community Net", high speed Internet access for all schools, is a priority for the educational organizations. The financing, some $65-70 million, comes in part from K-12 operating funding over a five-year period. Community Net will be rolled out over a two-year period and the educational community has established a consortium, a new form of collaborative venture for us, to address developmental needs and applications. Past President Gary Shaddock is our representative on the consortium board of directors. The SSTA is nearing completion of an instrument to evaluate Community Net as a product. This may be a useful guide for other provinces as a means to measure if schools are getting the internet service for which they are paying.

A major project for us has been to develop guidelines for on-line learning. There is little "out there" on this matter and we have received substantial federal support for the initiative. On-line learning in Saskatchewan is somewhat piecemeal with some $3 million in grant recognition going to local software development but without provincial policy to guide delivery.

Education Finance

In 2001 Saskatchewan boards of education levied $645 million in property taxes and grants in lieu of taxes, which is the major share of elementary-secondary education operating funding. The province contributed about $447 million, an increase over 2000 of $33.7 million. The combined expenditure increase in 2001 was about $64 million.

The 2002 budget will likely come down the week of March 25. We have been told that K-12 education operating funding will likely increase by $20 million or so. We have estimated known operating increases at $25 million. Given the difficult agriculture economy situation, rural boards will experience substantial local pressure from taxpayers. Urban boards are not much

better off as most city and town municipal councils will need to increase their tax rates. The province provides very little financial support to municipal governments.

A major focus over the past year or so has been on "equity in education funding". SSTA has produced a background paper and discussions with government are ongoing. We anticipate that any "solutions" will be phased in over the longer term. At this time the government has determined that this is a sensitive issue requiring Cabinet guidance. No changes will be made in 2002 and probably not before the next provincial election. Removal of board access to the property tax base is not being contemplated.

Governance

The province continues to maintain the position that any school division restructuring should be locally determined but with provincial leadership and encouragement. Leadership and encouragement have been stepped up with an announcement that substantially increased funding will be provided to boards to support amalgamation. At our November 2001 Convention the Minister of Education set his target at 25 per cent fewer boards by July 2003. School board elections are next scheduled for October 2003. The new school divisions would come into place January 1, 2004. The present policy and supports will remain in place until that time. No further policy decisions will be made until 2004. SSTA is providing direct board assistance and support for amalgamation where this is requested and through our branches has facilitated amalgamation discussions among boards.

The primary SSTA governance initiative centres upon board effectiveness and expanded legislative authority. Improvement of trustee and board development activities and initial work to revise *The Education Act, 1995* are being undertaken this year. The revisions are directed toward a more enabling, policy-oriented legislative framework and away from the present regulatory regime. Saskatchewan is behind other provinces in this area as the cities are only now pursuing the government to enact a similar framework for them.

Collective Bargaining

The Provincial Collective Agreement with teachers expires August 31, 2002. The teachers have developed their asking package which includes basic five per cent grid adjustments in each of two years, discontinues salary classes below C III and adds a C VII and C VIII for teachers with doctoral degrees, and adds new steps to the grids at the 15, 20 and 25 year points. The max of Class VIII would be about $90,000. Class size maximums, preparation time and supervisory allowances for teachers who have aides in their classrooms are also in the package. The SSTA-Government mandate is being established at this time. It would be fair to say that we and the government have some distance to go to achieve a common management mandate. SSTA participates in provincial bargaining but under a regime that gives government representatives the majority of management votes at the table. The Association provides consultative and direct third-party support for teacher local bargaining.

The Association provides direct at-the-table assistance to members in support staff bargaining with CUPE, SEIU and the Steel Workers unions. We have had a very difficult time with a CUPE strike in the Biggar School Division and anticipate more issues to arise with CUPE as the union becomes more aggressive on a series of education worker fronts. As the numbers of support staff increase, now one for every two professional staff, we expect more pressure from their unions and a greater union presence at other provincial tables on education issues.

Trustee Development

The SSTA trustee and board development focus this year is on governance, accountability and board leadership. The 2001 Convention and our winter seminars have addressed accountability and board development issues. Convention approved a new Code of Ethics and development of a handbook to support implementation. Trustees decided that each board should individually and formally adopt the Code of Ethics and many are in that process now.

We are in the process of reorganizing what we now deliver and developing new materials to support a trustee development curriculum. We anticipate about 20 modules will comprise the program and that we will use our present "in-service" opportunities for delivery. In addition, the on-line learning opportunities will be a significant part of the trustee development program.

The Association

The Association will be undertaking a governance review this year. Although our regular five-year review made no recommendations for change two years ago, there is a good deal of support for a narrowly focused review of governance. The review has been contracted to the Faculty of Administration at the University of Regina. The Executive has combined this review with a further examination of member services. The goal is to develop a long-term plan to guide development and delivery of member services.

We have completed an internal communications review and are implementing the recommendations, one of which is to "re-image" the Association. We have developed a corporate relationship with H.J. Linnen and Associates to support our communications and advocacy initiatives. For us, this is a new approach to enhancing organizational capacity and one that we believe has potential for expansion into other areas of member service.

The 2002 SSTA priorities are:

- Board and Trustee Development
- SSTA Governance and Member Expectations Review
- Communications
- Provincial Collective Bargaining
- Aboriginal Education
- Legislative Change
- Member Services

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AN OVERVIEW OF CSBA ACTIVITIES

Western Conference, 2002

In line with our mission statement, CSBA serves its members in a variety of ways which include advocacy, liaison with other national and international organizations, uniting trustees through national leadership activities, conducting research, and timely publications. Over the past year, CSBA has focused its energies on ensuring that the concerns of school boards are reflected in federal and national policy and legislative initiatives. CSBA has refocused its energies to ensure that governance and excellence in public education are in the forefront of all our endeavours.

ADVOCACY

Advocacy continues to be CSBA's central focus and CSBA initiates and facilitates policy action in the interest of public education through lobbying efforts at the national, provincial and local levels. CSBA has three main policy priorities for the current year:

- Governance including the issues of accountability, relative roles and responsibilities and the public school system as the system of choice.
- The National Children's Agenda within the context of the social union framework and inclusive of such areas as child poverty, integrated services, special needs students and federal funding. In line with our mandate, CSBA has particular focus on interventions for the 6-18 year olds.
- Youth Justice issues including school safety and the Youth Criminal Justice Act.

GOVERNANCE

CSBA supports as a fundamental principle the governance of public education by democratically elected local school boards and makes action in support of this principle one of its top priorities. Current action in support of governance include strengthening public education, taking a leadership role in developing accountability frameworks and assisting in the professional development of school board members.

Strengthening Public Education

At the 2001 AGM, CSBA passed the following resolution:

> That the Canadian School Boards Association develop a strategy and action plan for strengthening public perception about the importance of public education as an essential component of the Canadian social fabric.

The CSBA Policy Development Committee is currently working to identify key messages and communication strategies for use by member associations in their own activities around public education.

Accountability

CSBA has prepared a discussion paper to inform the national debate and discussion about accountability and to help school board members and others interested in public education talk about important accountability issues and develop an accountability framework. The results of these discussions will contribute to the development of CSBA policy and advocacy strategies around accountability.

School Board Role

A key element of education governance is the role of the school board member. To assist in the professional development of board members, CSBA is working with our member associations to develop an on-line trustee development program. The Board Learning Centre will provide trustees with relevant, timely information about their role that will be supplemented by provincially based learning and networking opportunities. A number of modules have already been developed and pilot testing is underway.

In an effort to better understand who trustees are and their views on their role, CSBA is also attempting to secure funding to update *Introspection*, our ten-year old study on school boards.

NATIONAL CHILDREN'S AGENDA

CSBA continues to address the issue of child poverty and its impact on readiness to learn and eventual school success. Over the past five years, we have been conducting a comprehensive national campaign to assist school boards, in cooperation with other partners, to implement specific actions to address the issue of child poverty and its impact on school readiness and eventual school success. This work culminated in the release, last November, of the results of our work with ten pilot sites across the country. An overview of our poverty initiatives is provided in the special issue of our newsletter, *Action*, which you have all received in your kits.

YOUTH JUSTICE

Youth justice continues to be a major advocacy priority for the Association. CSBA worked hard over the past year to secure amendments to the Act providing for mandatory sharing of information on young offenders with school officials. Although we were successful in achieving such an amendment in Committee, we were not able to get the amendment passed through the whole Senate. As a result, our advocacy efforts will now have to refocus to the provincial level with member associations working with their Departments of Justice and Attorneys General to secure changes that ensure that appropriate and timely information is shared with school officials. The recent announcement to delay implementation of the legislation until 2003 provides CSBA and Member Associations with an opportunity to secure changes at the provincial level.

To assist school boards with the new legislation, and to facilitate collaboration between school boards and justice officials, CSBA has produced two resources: *The Need to Know*, a guide to assist school boards to develop policies and protocols around information sharing and *Together Works Better*, a handbook on community collaboration. Copies of both of these resources have been sent to all school boards.

OTHER ISSUES

Copyright continues to take a great deal of time with CSBA addressing two current issues: off air-taping and digital copyright issues.

Concerning off-air taping, it is imperative that school boards develop policies and procedures concerning the taping of radio and TV programs off air. Regulations concerning record keeping already exist and must be maintained. A ruling by the copyright board concerning the nature and level of the tariff for off air taping is anticipated in mid-winter. The ruling has the potential to cost school boards millions of dollars annually if they chose to tape off-air. CSBA has argued vigorously on this issue and continues to work to ensure that the financial impact on school boards is minimized.

CONCLUSION

As always, we cannot do justice to myriad the issues, initiatives and projects with which CSBA is involved on your behalf but it is hoped that we have given you a flavour for what we have been doing and what we will be focusing on over the next months leading up to the AGM in St. John's in July.

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FOR LOCAL LEADERSHIP OF PUBLIC EDUCATION

National Affiliate NSBA SCHOOL BOARD NEWS

PRESIDENT'S COLUMN

U.S. school boards can learn much from our northern neighbors

By James R. Ruhland

2/5/02 – School boards in Ontario are dealing with many of the same issues as school boards in the United States–from funding to accountability, from teacher shortages to vouchers.

School board members from across the province shared many of their concerns and solutions at the 2002 Public Education Symposium in January sponsored by the Ontario Public School Boards Association (OPSBA).

I learned much about the Canadian public education system at the conference. And our Canadian colleagues were just as eager to learn how U.S. school board members handle the various issues we are dealing with. In fact, school systems on both sides of the border are confronting many of the same security and financial issues since the terrorist acts of Sept. 11.

But for school officials in Ontario, the turning point was 1995, when the provincial government, under the direction of Parliament, instituted a long-term, controversial education reform program. What began as a quest for fairness in funding the province's religious schools has resulted in a loss of funding and equity for public schools.

In addition to creating a new funding mechanism for all Ontario schools, the reforms included a tougher curriculum and standardized report cards for students. At the conference, Ontario Education Minister Janet Ecker referred to the reform's new emphasis on testing and accountability as "cornerstones of the conservative government's initiative."

School board members across the province contend the new funding formula has hamstrung local boards and taken badly needed money from their budgets.

In 1997, the provincial government took away school boards' taxing authority. As a result, most boards had to cut spending for transportation, instruction, and many other areas, and many had to make do with fewer teachers, administrators, and librarians.

When Ontario's reforms are fully implemented in 2006, families will receive a tax credit of up to $3,500 for each child in private school. This tax credit has caused more elementary and secondary school students to choose private schools. According to recent data, about 5 percent of Ontario's students are now enrolled in private schools.

School board members claim that the $300 million of government money going to parents of children attending publicly funded private schools just adds to the $1.2 billion public schools need to meet the higher standards imposed by the reforms. Like similar programs in the United States, private schools in Ontario don't have to meet the standards and accountability measures that encumber public schools.

The top priority of the Toronto school system, the nation's largest, with more than 300,000 students and 38,000 employees, is "the inadequate funding apportioned to the district by the provincial government," says board Chair Donna Cansfield, former president of the Canadian School Boards Association. "It just overrides other major issues and governance challenges in meeting the needs of a very ethnic city." Toronto receives 38 percent of all immigrants to Canada.

Like many of their U.S. colleagues, Canadian school boards have little flexibility in their budgets.

Salaries, benefits, and other personnel considerations take up about 80 percent of public school boards' budget expenditures. Teacher salaries are not keeping pace, even though the unionized, educated staff works hard to improve student learning and moral development.

As in the United States, Canada also faces a shortage of teachers and administrators. Ontario school leaders say support for public schools appears to lessen as qualified personnel consider other careers or retirement.

"We face a dilemma. To what extent do we rely on recruiting teachers internationally versus adequately funding teacher training placements at colleges and universities to address the teacher shortage," says Nancy Loraine, a trustee for the Uxbridge and Brock Townships of the Durham district school board.

It was reported at the conference that 62 of 72 school systems in Ontario collectively have a shortfall of $57.3 million. Special education funding has become an issue in Canada, as it is in the United States, because school boards have had to divert as much as $84 million from other areas to address underfunding in special education.

In a debate at one session of the symposium, three members of the provincial parliament spoke about the majority conservative party's reform movement.

The opposition parties stressed a need for a realistic funding formula that provides money for public education, not for private schools. They also spoke about school boards' need for discretionary funds and the need for more respect for teachers, the teaching profession, and students with special needs, coupled with more trust for school board members.

Each parliament member stressed the need to maintain a high level of excellence in the public school system and to make public education the main issue in Ontario. They all were concerned about raising student achievement, but presented different ideas on how it should be done.

To OPSBA President Liz Sandals, the major issues in public elementary

and secondary education are the underfunding of operating expenses and the failure to address a projected $6.8 billion cost to renovate aging school buildings, along with a decrease in public confidence and declining support for at-risk students.

There are few, if any, school board trustees in Ontario who don't believe their public schools are doing a good job. The trustees, along with teachers, administrators, and students, are struggling to meet the demands of the government's reform efforts with fewer resources.

"We need to focus on good news," Sandals told the conference attendees. "There are many issues that trustees must deal with. We know that the public schools are good and we can make them better."

As I have traversed the United States over the past few months as an advocate for public education and school board governance, I have asked my colleagues to promote the positive image of public education. And now I have heard the same message from OPSBA. It is reassuring to know that school board trustees from our northern neighbors join us in unity, as we seek to address the critical issues in public education in a positive manner.

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